



DELHI POLYTECHNIC
LIBRARY

CLASS NO. 428.2

BOOK NO. B 88 c



ACCESSION NO. 23620

DELHI COLLEGE OF ENGINEERING

Bawana Road, Delhi-110 042

LIBRARY

The book must be returned before or on due date failing which the fine will be charged as per prevalent rules.

Borrower's No.	Date Due	Sign.
468/02	22 Aug 2005	 

COMPETENCE
IN ENGLISH

COMPETENCE IN ENGLISH

Angela M. Broening, Ph.D.

*Head of Dept., Forest Park High School
Baltimore, Maryland*

William J. Flagg, A.M.

Head of Dept., Baltimore Polytechnic Institute

Benjamin E. Fleagle, A.B.

Baltimore City College

Ethel Howard, B.S.

*Southern Junior-Senior High School
Baltimore, Maryland*

Francis E. Litz, Ph.D.

*Associate Professor of English
The Catholic University of America
Washington, D. C.*


**DELHI POLYTECHNIC
LIBRARY**

McGRAW-HILL BOOK COMPANY, INC.

New York

Toronto

London

COMPETENCE IN ENGLISH

Copyright 1944, 1947, by the McGraw-Hill Book Company, Inc. Printed in the United States of America. All rights reserved. This book, or parts thereof, may not be reproduced in any form without permission of the publishers.

Fifth Printing

Contents



PREFACE	ix
I. Developing Sentence Sense, Part I	3
Test I. Sentence Sense (Form A)	3
1. Recognizing a Sentence	8
2. Recognizing Simple Subjects and Simple Predicates	9
Complete Subject and Complete Predicate, 9; Normal and Inverted Order of Subject and Predicate, 10; Simple Predicate and Simple Subject, 11; The Essential Part of a Subject: A Noun or Pronoun, 12; When the Subject and the Predicate Are Inverted, 14; Other Sentence Parts, 14; Compound Parts of Sentences, 16	
3. Recognizing Verb Forms and Uses	17
Transitive and Intransitive Verbs, 17; Linking Verbs, 19; Changes in Verb Form, 21; Tense, 22; Voice, 29; Mood, 31; Review of Verb Forms, 33; Verbals, 34	
4. Recognizing Nouns and Pronouns as Subjects, Predicate Complements, and Objects of Verbs	35
Nouns, 35; Number: Singular and Plural, 36; Pronouns, 37; Case of Nouns and Pronouns, 39; Possessive Forms of Nouns and Pronouns, 43; Appositives, 45; Gerunds and Infinitives, 45	
Test I. Sentence Sense (Form B)	47
II. Developing Sentence Sense, Part II	52
Test II. Sentence Sense (Form A)	52
1. Recognizing Forms and Uses of Adjectives	56
Comparison of Adjectives, 57; Participles Used as Adjectives, 58	
2. Recognizing Forms and Uses of Adverbs	62
Comparison of Adverbs, 63	
3. Understanding Phrases	65
Differences between Phrases and Clauses, 65; Phrases Used as Adjectives, 67; Phrases Used as Adverbs, 67; Phrases Used as Nouns, 68	

4. Understanding Clauses Used as Modifiers and as Nouns	69
Adjective Clauses, 69; Adverbial Clauses, 73; Noun Clauses, 75	
5. Different Kinds of Clauses	77
Main and Subordinate Clauses, 77; Co-ordinate Independent Clauses, 78	
6. Classifying Sentence According to Clauses	79
Improving Sentence Sense, 82	
Test II. Sentence Sense (Form B)	82
III. Mastering Punctuation and Capitalization	86
Test III. Punctuation and Capitalization (Form A)	86
1. Using End Punctuation Correctly	92
2. Using Commas Correctly	93
3. Using Semicolons Correctly	107
4. Using Apostrophes Correctly	113
5. Using Quotation Marks Correctly	115
6. Using Colons, Dashes, and Parentheses Correctly	116
7. Using Capital Letters Correctly	121
Test III. Punctuation and Capitalization (Form B)	127
IV. Increasing Mastery of Current Usage	135
Test IV. Mastery of Current Usage (Form A)	135
1. Using Verb Forms Correctly	142
Knowing Principal Parts, 142; Knowing Transitive and Intransitive Verbs, 143	
2. Using Correct Tenses and Moods	145
Sequence of Tenses, 145; The Subjunctive Mood, 147	
3. Making the Verb Agree with Its Subject	148
Special Rules of Agreement, 149	
4. Making Pronouns Agree with Their Antecedents	154
5. Making the Reference of Pronouns Clear	158
Using Self Pronouns Correctly, 162	
6. Using Correct Case Forms	163
Case of Relative Pronoun, 166; Possessive Case with Gerunds, 168; Correct Cases with Infinitives, 169	
7. Using Adjectives and Adverbs Correctly	173
8. Using Modifying Phrases Correctly	176
Dangling Participles, 176; Dangling Gerunds and Elliptical Clauses, 177	
Test IV. Mastery of Current Usage (Form B)	180

V. Improving Sentence Structure	188
Test V. Sentence Improvement (Form A)	188
1. Placing Modifiers Correctly	194
2. Maintaining Consistency	196
3. Gaining Emphasis by Proper Subordination	197
4. Securing Conciseness	202
5. Using Skillful Repetition	204
6. Using Parallel Structure	206
7. Gaining Emphasis by Position	208
8. Gaining Emphasis by Active or Passive Voice	209
9. Securing Variety	211
Variety in Word Order, 211; Other Ways of Varying Word Order, 212; A Third Group of Ways of Varying Word Order, 213; Variety in Form and Length of Sentences, 215; Variety in Types of Sentences, 218	
Test V. Sentence Improvement (Form B)	220
VI. Improving Paragraph Structure	227
Test VI. Improving Paragraph Structure (Form A)	227
1. Securing Unity	234
Keeping to the Topic, 235; Giving Sufficient Details, 235; The Topic Sentence: Echo Words, 236; The Topic Sentence Implied, 238; Developing the Topic, 240	
2. Securing Coherence	244
Orderly Arrangement, 244; Connectives, 248	
3. Securing Emphasis	250
Arrangement, 251; Climax, 252; Repetition and Parallel Structure, 253	
4. Paragraphs in Conversation	255
Test VI. Improving Paragraph Structure (Form B)	256
VII. Using the Dictionary	262
Test VII. Using the Dictionary (Form A)	262
1. Mastering the Arrangement of the Dictionary	266
2. Finding the Meanings of Words	269
3. Finding Roots, Prefixes, and Suffixes	272
Roots, 273; Prefixes, 274; Suffixes, 275	
4. Verifying Spelling, Syllabication, and Pronunciation	276
Spelling, 276; Syllabication, 277; Pronunciation, 278	
5. Distinguishing Parts of Speech	279

6. Determining Principal Parts and Transitive or Intransitive Use of a Verb	280
Test VII. Using the Dictionary (Form B)	282
INDEX	287



Competence in English provides you, as the teacher, with 285 pages of material for testing, drilling, and testing again. It is the simplest imaginable arrangement and yet is very flexible. The experienced teacher will be quick to see the value of the many sentences and paragraphs for drill purposes. The student, seeing page after page of uninterrupted printed matter, may at first question the value of more drill on perhaps familiar topics. Let such students, however, understand that this is exactly the kind of correct and effective English which men in the Army and Navy studied, simply because they all found it worth their while to master absolutely the essentials of the language. Then, on the part of the students, will come a growing comprehension of the values to be gained by building up a margin of safety in simple, workable phrases of the mother tongue.

Range of the Book. This book contains a sufficient range of material to provide for individual differences among students. It will, therefore, be found useful in any class in which the pretests show that students need practice.

Competence in English is flexible in other important respects. The chapters are arranged from Chapter One to Chapter Seven according to a natural order. Any chapter may be studied — and in some degree tested — regardless of whether all the chapters before it have been completed. When the whole class shows a need for a topic that the book covers, the class can be put to work on that topic; likewise, individual pupils who manifest deficiency in one respect or another can readily find remedial work in this volume.

Tests and Standardization. It will be observed that the pretest and the final test in each chapter are parallel. This equivalence is of course deliberate. The student discovers through the pretest whether or not he has any shortcomings

that need to be corrected. In the subsequent drill, which covers the items of the pretest, he is afforded the necessary practice. In the final tests he again is measured and should show improvement over his score on the pretest.

If a teacher or school system wishes to use a pretest for survey purposes, and so desires to compare the results of his students with the norms available from the authors and at the same time run no risk of having the tests studied beforehand, it is suggested that the teacher follow this simple plan: give the seven pretests on the first seven days of the term and call in the books to his desk each day after the test has been given. After all pretests have been administered, distribute the books for the students' use as usual.

The authors and the publisher wish to acknowledge their appreciation to various publishers for permission to quote from their copyrighted materials, and to the teachers and students who have cooperated in the try-out of the materials and tests which make up this textbook.

THE AUTHORS

COMPETENCE
IN ENGLISH

CHAPTER I

Developing Sentence Sense, Part I

A sentence sense is a valuable aid to clear thinking, speaking, writing, and reading. When you have taken Test I, Form A, and Test II, Form A, you will know which elements of a keen sentence sense you have developed and which elements you lack.

TEST I. SENTENCE SENSE (FORM A)¹

1. Recognizing a Sentence

Directions: On your answer sheet copy letters A and B to identify each paragraph. Then beside A, copy the number of every group of words in paragraph A which is a *sentence*, that is, which expresses a complete thought and contains a subject and predicate. Do the same for paragraph B.

A. COAST GUARD SAVES SURVIVOR

(1) The guard, attracted by an old vessel which was drifting toward a shore near here. (2) The ship seemed lifeless and no member of the crew was seen. (3) The coast guard immediately launching the lifeboat and starting to row against the rough sea. (4) Coming within fifty yards of the mysterious ship, the would-be rescuer saw the ship suddenly collapse and sink out of sight. (5) The lifeguard, seeing several bodies fall off the deck of the ship. (6) After a long search he found the bodies, but all except one were dead. (7) The coast guard quickly rushed the only survivor of the wreck to the shore for first-aid treatment.

B. A REVIEW OF "THEY WERE EXPENDABLE"

(1) *They Were Expendable*, a thrilling and exciting saga of six little boats and about seventy-eight men. (2) It is the story of Motor

¹ *To the Teacher:* If you wish to test at one time all aspects of Developing Sentence Sense, give Test I (Form A), pages 3-8, and Test II (Form A), pages 52-55, during *one* class period. Your students may then work on whichever phases of sentence structure the test reveals as their weakness. After completing all exercises needed, you may administer Test I (Form B), pages 47-51, and Test II (Form B), pages 82-85, during one class period.

2. Recognizing Simple Subjects and Simple Predicates

1. One_a of three guests_b, on the way to a wedding, was stopped_c by
an ancient mariner._d

2. Long before morning the ship was becalmed.
 a *b* *c* *d*

3. What did he say?
 a *b* *c* *d*

4. Tomorrow it may rain.

5. Will you come, Mary?

B. Directions: On your answer sheet write B and the number of each sentence; beside the number write the letter or letters which mark the *simple predicate*. Do this for each clause in a sentence.

1. A great sea-bird, called the albatross, appeared.
 $\begin{array}{cccc} a & b & c & d \end{array}$
2. Are you going home?
 $\begin{array}{cccc} a & b & c & d \end{array}$
3. Do come here quickly.
 $\begin{array}{cccc} a & b & c & d \end{array}$
4. He told how the ship sank.
 $\begin{array}{cccc} a & b & c & d \end{array}$
5. At the request of the president of the club, Mary agreed to serve.
 $\begin{array}{cccc} a & b & c & d \end{array}$

3. Recognizing Verb Forms and Uses

A. Directions: Read carefully the following sentences. Show how you would fill in the blank by writing, on your answer sheet, under A, the number of each sentence and the letter (*a* or *b*) of the word needed in that sentence.

1. My birthday ____ a happy day for me, for my friends gave me a surprise party.
 $\begin{array}{cc} a. \text{ is} & b. \text{ was} \end{array}$
2. Whenever I ____ our school, I always notice its imposing tower.
 $\begin{array}{cc} a. \text{ passed} & b. \text{ pass} \end{array}$
3. David then picked up the ball which he ____ over the fence an hour before.
 $\begin{array}{cc} a. \text{ had thrown} & b. \text{ has thrown} \end{array}$
4. By the end of this week we ____ a whole month at the seashore.
 $\begin{array}{cc} a. \text{ spent} & b. \text{ shall have spent} \end{array}$
5. "No," I replied, "there were no elephants in the parade today; but I ____ circus parades with many elephants."
 $\begin{array}{cc} a. \text{ have seen} & b. \text{ saw} \end{array}$

B. Directions: Show that you understand that a transitive verb is one which takes a direct object and that an intransitive verb does *not* take a direct object. On your answer sheet, under B, copy the number of each sentence and beside it write

T if the verb is *transitive*; write *I* if the verb is *intransitive*. If a sentence contains two verbs, designate them in correct order.

1. My mother waited patiently while I sat in the dentist's chair.
2. At that moment I saw the stranger.
3. After luncheon the guests explored the gardens.
4. I have a quarter in my purse.
5. Do not frighten the baby with those ugly faces.
6. We called and called for help.
7. Our family owns an excellent radio.
8. Water your garden faithfully each day.
9. Have you ever seen a dog perform tricks on the stage?
10. Will you take this letter to the post office for me?

C. Directions: On your answer sheet, under C, copy the number of the sentence and beside it write *L* if the sentence contains one or more linking verbs. Write *N* if the sentence does *not* contain a linking verb.

1. Judith is a friend who will be loyal at all times.
2. You ride a horse as if you have had much experience.
3. In the old days, pirates infested the high seas.
4. He seems a clever student in mathematics.
5. Sarah Bernhardt became a famous actress in the previous century and remained in the public eye until early in the twentieth.
6. He appears to be too young for the armed services.
7. This peach tastes delicious.
8. Please do not stand here any longer.
9. I feel bad today.
10. What is your favorite sport?

4. Recognizing Nouns and Pronouns as Subjects, Predicate Complements, and Objects of Verbs

A. Directions: On your answer sheet, under A, copy the number of each sentence, and beside it write the letter which identifies a *noun* or *pronoun* used as the subject.

1. Our new furniture has just arrived.

a
b
c
2. On returning for her package, Mary found that she was carrying

a
b

it with her.

c

3. What did your coat cost?
a b c
4. The success of our team has won our gratitude.
a b c
5. New York is a fascinating city.
a b c
6. Everyone was instructed to do his best.
a b c
7. I should rather choose him than her.
a b c
8. What did she say?
a b c
9. This is going to be fun.
a b c
10. Coming nearer, I recognized the girl as Mary.
a b c

B. Directions: On your answer sheet, under B, copy the number of each sentence and beside it write the letter which identifies a noun or pronoun used as the *predicate complement*.

1. It was one of those lovely November days that we call Indian summer.
a b c
2. Was it she who was raking leaves?
a b c
3. At the age of thirty he became president of the company.
a b c
4. Could it have been Gladys in that car we met?
a b c
5. That seems to me the very essence of folly.
a b c

C. Directions: On your answer sheet, under C, copy the number of each sentence and beside it write the letter which identifies any noun or pronoun used as *direct object of a verb*.

1. She accomplishes her tasks easily.
a b c
2. They damaged our books.
a b c

14. The chrysanthemums which we planted last fall
15. Italy, which is now a unified nation, was once a group of small states
16. The picture that had hung in the gallery for three hundred years
17. George Washington, who was an English citizen, risked his life and fortune in the Revolutionary War
18. After following the stream a long way and climbing the steep mountainside
19. Do not run your car at a speed that is dangerous
20. Dorothy, smiling mischievously, dropped her handkerchief
21. The house that was burned to the ground
22. A man whose conscience is clear need not be afraid
23. The wild, shouting crowd of people
24. Poetry and canoeing and the art of making fires
25. Whose appearance I cannot forget

2. Recognizing Simple Subjects and Simple Predicates

Every sentence, in order to express a complete thought, must have a subject and a predicate. Therefore, the best way to test whether a group of words forms a sentence is to ask: Does it have a subject and a predicate?

COMPLETE SUBJECT AND COMPLETE PREDICATE

The *subject* is that about which something is said.

The *predicate* is that which is said of the subject.

Subjects

- a. Uncle Peter
- b. Who
- c. Mother, who is most eager to see him,
- d. I, the busiest person in the family,

Predicates

- is coming tomorrow.
- will meet the train?
- is ill.
- must do the honors.

Exercise 2: Some of the following groups of words are sentences; some are not. In your notebook head one column *Subjects* and another column *Predicates*. If a group of words has both subject and predicate, copy the parts in the proper column. If a group of words forms only one complete part, copy it in the proper column and leave the other blank.

1. The warmth from the fire
2. I watched an old man feeding the squirrels in the park
3. A car full of picnickers

4. Was preparing a book jacket review
5. Should be listed among the great
6. The doctor, called from his bed at two in the morning
7. The crumbs under the table
8. Jack, swimming with sure quick strokes
9. Tumbled wearily into the easy chair
10. The young officer whom you met at our house

Exercise 3: Supply subjects or predicates for the missing ones in Exercise 2 and write them in your notebook.

NORMAL AND INVERTED ORDER OF SUBJECT AND PREDICATE

When the parts of a sentence are in normal order, that is, complete subject followed by complete predicate, they are not hard to identify. When subject and predicate are inverted, they are not so easily recognized. The subjects in the following five sentences are italicized. Note where they stand with relation to the predicates.

- a. Down the wide street came the *marching column*.
- b. At the sound of the drum *his feet* began to move.
- c. How sharply *that sound* raised a curtain on the past!
- d. Before his eyes flashed *scenes in camps and on battle lines*.
- e. Were *the other people who lined the street* also remembering things?

If you are sure of recognizing subjects and predicates, you will have no trouble in knowing whether or not your sentences are complete. Moreover, you will write better sentences if you are able to vary the order of the parts according to your need.

Exercise 4: Rewrite the five sentences above, putting them in normal order, subject followed by predicate. Then study the difference in effect produced by the different arrangement of the parts.

Exercise 5: Some of the following groups of words are sentences and some are not. If the words form a sentence, copy and punctuate it; then underline the complete subject. If the words do not form a sentence, add something to make the thought complete, punctuate the sentence, and then underline the subject.

1. In the wide fireplace two great logs blazed with crackling and hissing sounds
2. War brought on by trickery, cunning, and deceit
3. Among the world's famous people
4. A knight mounted on his horse and galloping away from a castle was a sight well worth seeing
5. Doctor Benton, who had been summoned after the accident, was kept busy all night
6. Aching with weariness and nearly exhausted
7. At the ghost's appearance everybody shrieked
8. Numerous bills, offering a reward for the capture of a train robber, or listing the various rates and schedules of the many trains
9. After that long climb and two sets of tennis we went in swimming
10. The waves sparkling and dancing around us
11. By this time being fully awake
12. With people going to and fro, sirens blowing, and firemen giving directions
13. Will all that pile of things go into one small trunk
14. Closing the house for the winter no small task
15. Already there is a hint of spring in the air

Exercise 6: Go back to Exercise 1 and underline the complete subject of every sentence you wrote in your notebook.

SIMPLE PREDICATE AND SIMPLE SUBJECT

If you wish to develop a sentence sense that is sure and never-failing, you must know the elements which go into the making of the complete subject and the complete predicate.

The essential part of every predicate is the verb, sometimes called the *simple predicate*. The *verb* is the word which expresses *action, being, or condition*. *Jump, go, find, run, give*, for example, are *verbs of action*. *Verbs of being or condition*, such as *is, are, was, were, lies, seems, sleeps*, show the *existence or condition* of a person, place, or thing.

No group of words is a sentence unless it contains a verb. A verb form which fails to make a statement, ask a question, or give a command cannot be used as a predicate. Notice

the difference between the italicized verb forms in the following groups of words. Groups 1, 3, and 5 are sentences; groups 2, 4, and 6 are not sentences.

1. Little ripples *were chasing* along the sand.
2. Little ripples *chasing* along the sand.
3. A joke *was heard* on the radio.
4. A joke *heard* on the radio.
5. *Drive* slowly and carefully.
6. *To drive* slowly and carefully.

Exercise 7: Find every group of words in the following which contains a predicate, copy it in your notebook, punctuate it as a sentence, and underline the verb. If the group lacks a verb, write n.p. (no predicate) after the number in your notebook.

1. The sun sinking below the horizon
2. John, hang your coat on this peg
3. A dense fog from the sea always thrills me
4. A heat wave to try our patience
5. It was not easy to be correct
6. Margaret ran to pick up the kitten
7. An old, black crow screaming monotonously on the branch
8. The Taj Mahal regarded as the most impressive building in Asia
9. Have you heard the saying, "A stitch in time saves nine"
10. After taking this note to your father
11. Standing up to make my speech, I suddenly spied the stranger
12. The tramp turned into the lane to ask for food
13. Is that kind of apple sweet or tart
14. Jack does not feel well today
15. When will you learn to recognize predicate verbs

Exercise 8: Study the groups of words which you marked n.p. Give each one a predicate so that it becomes a sentence, and underline the verb you insert.

THE ESSENTIAL PART OF A SUBJECT: A NOUN OR PRONOUN

The essential part of the complete subject is usually a noun or a pronoun. (For phrases and clauses used as noun subjects, see pages 68–69; 75–78.) This noun or pronoun is the

simple subject. The simple subject and the simple predicate make the skeleton framework of the sentence. You can find the simple subject by putting the word *who* or *what* before the predicate. Look again at sentences 1, 3, 5 on page 12.

Who or what were *chasing*? *Ripples* were chasing.

Who or what was *heard*? *A joke* was heard.

Who or what *drive*? *You* drive. (In a command the subject *you* is understood.)

Exercise 9: By this method find the simple subject of each sentence in Exercises 7 and 8 and draw a wavy line under it in your notebook.

Exercise 10: Following is a list of twenty verbs. Use each as the simple predicate of a sentence and underscore with one line its simple subject.

- | | |
|----------------------|-----------------------|
| 1. were seen | 11. shall know |
| 2. worked | 12. have left |
| 3. advertise | 13. were carried |
| 4. had formed | 14. did |
| 5. shall have stayed | 15. had been observed |
| 6. has completed | 16. will be wanted |
| 7. shall ring | 17. have been brought |
| 8. will bring | 18. am |
| 9. listens | 19. stand |
| 10. have heard | 20. had come |

Exercise 11: Find and copy in your notebook the simple predicate and the simple subject of each of the following sentences.

1. We had to stay indoors because of the heavy rain.
2. The story of Beowulf was written long ago.
3. This ice cream has been frozen for twenty-four hours.
4. Sweep the lawn clean with this wire broom.
5. The president of the club hopes to find all the members willing to co-operate.
6. She stated her case briefly.
7. Not a leaf remained on the tree after the autumn gale.
8. Dorothy was introduced to several members of the team.
9. Do not argue with me about that answer.
10. Can you help to carry this tray upstairs?

WHEN THE SUBJECT AND THE PREDICATE ARE INVERTED

When the subject and predicate are inverted or when words intervene between them, it is not always easy to recognize the framework of the sentence. Study the following:

- a. There *is* a box of flowers for you downstairs.
(Who or what *is*? *Box is*.)
- b. Everyone of the girls except me *has* a new evening dress.
(Who or what *has*? *Everyone has*.)
- c. What a strange coincidence that *was*!
(Who or what *was*? *That was*.)

Exercise 12: Find and copy in your notebook the simple subject and the simple predicate of each of the following sentences.

1. There is something rather romantic about New York in the dim-out.
2. On my study table is a piece of handwoven linen over a hundred years old.
3. Each of the travelers made himself comfortable in his own way.
4. In the group there were only two Americans.
5. All of them, natives and newcomers alike, looked suspiciously at their neighbors.
6. Like the rising tide flooding a channeled flat, the streams of sheep wound inland.
7. The cause of all your difficulties is carelessness.
8. The distance between cities in Australia is often startling.
9. Isn't everyone entitled to a little leisure in every twenty-four hours?
10. Why doesn't anyone except me ever think of closing the windows?

OTHER SENTENCE PARTS

Few sentences consist of the bare framework, simple subject and simple predicate. Such sentences, however, are useful at times.

Jim sneezed. Halt! No one moved.

In most sentences the complete subject and complete predicate contain other parts, the commonest of which are

(1) modifiers and (2) words which complete the meaning of the verb.

- a. Three boys advanced cautiously.
- b. The darkness was appalling.
- c. His hand finally touched the door.

Modifiers are words which change or limit the meaning of other words. In sentence *a* the simple subject *boys* is modified by the adjective *three*. The verb *advanced* is modified by the adverb *cautiously*.

In sentence *b* the simple subject *darkness* is modified by the adjective *appalling*. This same word completes the meaning of the predicate *was* and is therefore called a *predicate complement*.

In sentence *c* the meaning of the verb *touched* is completed by a word which receives the action. (*Hand touched* what? Touched *door*.) Such a word is called the direct object of the verb.

Using each of the following as a framework, let us build as many interesting sentences as we can by adding word-modifiers and words to expand the meaning of the verb.

- a. skiers glided b. stillness was c. friends helped

Modifiers may be phrases or clauses instead of single words.

Skiers, *balancing lightly with bent knees*, glided *swiftly* down the slope.

(Phrases modifying simple subject and predicate)

The skiers, *who had set forth early*, did not return *until the sun was low*.

(Clauses modifying simple subject and predicate)

In later lessons you will analyze phrases and clauses in detail. For the present, think of them as modifiers (like those above) or as groups of words which take the place of the simple subject or the direct object; for example:

They said *that they had had a glorious day*. (Clause as direct object)

What to do tomorrow was the next problem. (Clause as subject)

Using each of the following as a framework let us build some interesting sentences by adding word, phrase, or clause modifiers and words, phrases, or clauses to complete the predicate verb.

- a. girls hurried b. aviator was c. books reveal

Exercise 13: Now that you have reviewed the important elements of the sentence, test your sentence sense again by trying to find the simple subject and the simple predicate in each of the following groups of words. If the group lacks either or both of the two essential elements, leave a blank after the number in your notebook. If a sentence has both main and subordinate clauses, indicate the simple subject and predicate of each.

1. You know that he is here to study medicine at Hopkins
2. Waiting tensely until the firemen arrived from Manchester
3. Sorry that you couldn't be with us
4. Until I see you, please make no further plans
5. They ran so fast that they fell
6. Whenever you leave a camping ground be sure that you have extinguished the fire
7. Because he stood by me when I most needed his help
8. Air-conditioning permits ore to be mined at depths under the earth where temperature and humidity are hazards to human life
9. Their problem was how to invest the fortune
10. Dinah was just turning the chops in the pan when the guests came
11. At last I persuaded her that I was right
12. Because the weather is clear, the pilot is flying very high
13. In the group were only three of us who had been there before
14. Do you suspect that he is not telling all he knows about the subject
15. After waiting two hours not a seat to be had on the train

COMPOUND PARTS OF SENTENCES

The simple subject, the simple predicate, or any other part of a sentence may be compound; that is, it may consist of two or more parts joined by such words as *and*, *or*, *either . . . or*, *neither . . . nor*. For example, study the italicized words in these sentences:

- a. High *mountains*, deep *canyons*, and tropical *storms* made flying hazardous in that region. (Compound subject)
- b. We *sorted* our belongings carefully and *considered* the importance of every item. (Compound predicate)

- c. Each passenger might take either one large *bag* or two small *ones*. (Compound direct object)
- d. Having *chosen* the essentials and ruefully *discarded* everything else, we packed with care. (Compound modifier)
- e. Neither *relative* nor *friend* was there to see us take off. (Compound subject)

Exercise 14: Copy in your notebook every compound part you find in the following sentences and tell what part of the sentence it is.

1. Don't stand there and laugh at the child.
2. A cod or sometimes a Murray perch, feeding its way up the stream, strikes the net.
3. Patent spinners, baited and unbaited, are trailed behind boats.
4. Night now wrapped them in its dark cloak and protected them from curious eyes.
5. Jim called and called and finally was heard by his friends.
6. We sat at the top and watched the boys as they coasted down the long incline.
7. Winding my legs around the trunk and gripping hold of a large branch, I thrust my free hand into the hollow.
8. They soon developed wing feathers and a graceful, upright carriage.
9. The more exposed tops and flatter surfaces of the great undulating plateau are treeless.
10. They are covered with nothing but snow-grass, soft, yielding, and difficult to walk on because of its tussocky nature.

3. Recognizing Verb Forms and Uses

Since the verb is the motive power of the sentence, you should know verbs thoroughly.

A *verb* is a word which expresses action, being, or condition.

The plane *circles* overhead. (Action)

It *is* a low-wing monoplane. (Being)

She *sleeps*. (Condition.)

TRANSITIVE AND INTRANSITIVE VERBS

Verbs in use and meaning are of two kinds: *transitive* and *intransitive*.

A timid old lady *placed* her dime in the box.

Charles *ran* at top speed toward the goal.

The verb *placed* is transitive because the action is carried over to a receiver of the action, the noun *dime*. Dime is called the *direct object*.

The verb *ran* is intransitive (not transitive) because the action is not carried over to a receiver. *At top speed* and *toward the goal* tell *how* and *where* Charles ran, but no word receives the action of running.

Some verbs, such as *be*, *seem*, *appear*, *arrive*, *come*, *go*, *rise*, are always intransitive, but many verbs may be used transitively or intransitively.

Transitive

She *sang* a song.

He *is writing* a story.

They *called* the doctor.

Can you *run* a machine?

Intransitive

She *sang* well.

He *is* always *writing*.

They *called* out to me.

Can you *run* fast?

When you are in doubt about using a verb correctly, consult your dictionary, where all intransitive meanings are labeled *v.i.* and all transitive meanings, *v.t.*

Exercise 15: Select the transitive verbs from the following sentences and make in your notebook a list of them and their objects. Make another list of the intransitive verbs. Note that some sentences contain more than one verb.

1. George Eliot wrote many novels of English life.
2. When William of Normandy conquered England, King Harold died in battle.
3. The culprit had shot the king's deer in the forest.
4. My mother waited patiently while I sat in the dentist's chair.
5. Frances Hodgson Burnett wrote *The Secret Garden*.
6. At that moment Jerry turned and saw the stranger.
7. When Pandora opened the box, all the evil things flew out.
8. After luncheon the visitors roamed over the house and explored the gardens.
9. I have a quarter in my purse.
10. We called and called but no one came.
11. Do not frighten the baby with those ugly pictures.
12. Jane pulled the curtain, which fell with a bang.
13. Our family owns a fine radio, which brings us good music and entertaining speeches.

14. Have you ever seen a dog perform tricks on the stage?
15. His face showed alarm as he looked out over the sea.
16. Water your garden faithfully every day.
17. John dipped his pen into the ink, but no thoughts came.
18. You have worried and fretted until you have made yourself ill.
19. Robin Hood led the bands of outlaws who lived in Sherwood Forest.
20. Una found her scarf after much searching.

LINKING VERBS

Certain intransitive verbs are known as *copulative* or *linking verbs* when they are used in such a way as to link the subject with a word in the predicate which relates to the subject.

Marian *is* now a *stenographer*.

She *looks* very *pretty* this evening.

The verb *is* links its subject *Marian* with the noun *stenographer*, naming the same person as the subject. The verb *looks* links its subject *she* with the adjective *pretty*, which modifies the subject. We might say that a linking verb, or copula, is equivalent to the mathematical sign = (equals).

The noun, pronoun, or adjective following a linking verb is called a *predicate complement*.

The verbs most commonly used as linking verbs are *be* in all its forms (*are, was, will be, have been, etc.*), *look, seem, appear, become, remain, feel, smell, and taste*.

Remember, however, that these verbs are not always used as linking verbs; for example,

The wasps *are* here again.

The wasps *are* annoying. (Linking)

He *appeared* suddenly at the door.

He *appeared* dejected and forlorn. (Linking)

Exercise 16: List every linking verb and its subject in these sentences. After each, write the predicate complement that goes with it.

1. Judith *is* a friend who will be loyal at all times.
2. When the day *is* dreary and the rain *keeps* me indoors, I like a good book and a comfortable fire.
3. My favorite author *is* Charles Dickens, but my brother *prefers* Stevenson.

4. You ride a horse as if you had had much experience.
5. Problems in algebra are difficult, but I feel much satisfaction after I solve one.
6. In the old days pirates infested every sea, and no ship was safe from them.
7. Lottie has been our faithful maid since I was a tiny baby.
8. Will Henry be fifteen on his next birthday?
9. After a few months of practice, she became an expert typist.
10. When the bell rings, it is time for pupils to begin work.
11. Henry W. Longfellow was a New England poet; Edgar Allan Poe lived in the South.
12. The children who were on the train saw the fine panorama as they sped along.
13. We climbed to the top of the hill; there below us was the spreading valley.
14. Jack is a better baseball player than George.
15. Slowly the carriage wound its way down the road and stopped beside the high garden wall.
16. I am always happy when I hear the Christmas bells ringing out across the snow.
17. Our class has formed a club for helping the needy.
18. What is your favorite sport?
19. Our school days have been very pleasant, and we shall always remember them.
20. The end of the term will soon be here.

Exercise 17: List every verb in the sentences in Exercise 16 which is not a linking verb and label it transitive or intransitive.

Exercise 18: List every verb in these sentences and label it transitive, intransitive, or linking.

1. The dancers came on next in pretty, colored costumes.
2. I want a ticket for every member of the class.
3. *Alice in Wonderland* amuses many a child.
4. At noon every member of the club was present.
5. In her garden she planted rows and rows of tulip bulbs.
6. You will never know what we feared most.
7. Under compulsion they confessed the plot of the previous night.
8. Marian loves everything in the old castle which once belonged to her family.
9. We have notified them about this afternoon's game.

10. Each one of those boys plays an instrument in the school orchestra.
11. It is not easy.
12. They met two little children.
13. Elizabeth washed the fruit stain from her dress.
14. No one ever visits the queer old lady.
15. We saw the whole scout troop.
16. She tried all day.
17. We all dropped our balls and ran.
18. The sheets flapped wildly.
19. There stood the little lady.
20. She stepped upon the platform.

CHANGES IN VERB FORM

Have you ever thought how difficult it would be to express your ideas if a verb had only one form? Suppose you had to say: "Yesterday Mother *go* away. When she *go*, I *be* very busy. I wish I *go* to a movie, but I *get* supper."

Instead, you are able to express your meaning exactly by means of changes in the form of the verbs. You say: "Yesterday Mother *went* away. When she *goes*, I *am* very busy. I wish I *might go* to a movie, but I *must get* supper."

Some of these changes are made by changes in the word itself: *go, goes, went*; others by adding auxiliary, or helping, verbs: *could go, must get*. The auxiliary verb or verbs and the main verb form a *verb phrase*.

Every verb has various forms to show (1) number and person with relation to the subject; (2) tense, or time; (3) voice (that is, whether the subject acts or is acted upon); and (4) mood, or manner of expression.

Number and Person. In the remote past the English verb had many forms to indicate whether the subject was singular or plural; first, second, or third person (*I, you, he, we, they*). In most verbs very few of these forms have survived. The *s (es)* in most verbs indicates third person, singular number, indicative mood. We say, "She *goes*" not "She *go*."

<i>Singular</i>	<i>Plural</i>
1. I go	we go
2. you go	you go
3. he (she, it) goes	they go

The verb *be* is the striking exception. It still has many forms to indicate number and person.

<i>Singular</i>	<i>Plural</i>
1. I am, was	we are, were
2. you are, were	you are, were
3. he (she, it) is, was	they are, were

The verbs *shall* and *will*, when used as auxiliary verbs, are still used by most persons in formal writing with a distinction of meaning.

I or we <i>shall</i> go	} meaning expectation as to the future.
You, he, she, they <i>will</i> go	

The best writers, however, reverse them when determination enters into their meaning.

I or we <i>will</i> go	} meaning determination by the speaker as to the future.
You, he, she, they <i>shall</i> go	

TENSE

Tense means time. Time may be indicated by other words in the sentence, such as *now*, *yesterday*, *tomorrow*, *at once*, *just*; but the verb indicates time by forms which we call tenses. The three simple tenses are *present*, *past*, and *future*.

We go to the park every day. (Present tense)

We went twice yesterday. (Past tense)

We <i>shall</i> go tomorrow.	} (Future tense)
They <i>will</i> go with us.	

Exercise 19: Write in your notebook the three simple tenses of the following commonly used verbs: *do*, *see*, *bring*, *take*, *come*, *eat*, *drink*, *sleep*, *know*, *speak*, *sing*, *write*. Arrange them in columns, thus:

<i>Present</i>	<i>Past</i>	<i>Future</i>
do	did	shall or will do

Exercise 20: Rewrite in your notebook each of these sentences, changing the tense of the verb as indicated.

Example: He lived a peaceful life in that little country town.
(Change to present tense.)
He lives a peaceful life in that little country town.

1. Edmund worked all winter for a scholarship to the art institute.
(Change to future tense.)
2. Everyone loves games when he is young. (To past tense.)
3. The principal rang the bell every hour for a change of work.
(To present tense.)
4. The laborer stopped work at half past four and went home.
(To future tense.) (Note that *will* used with *stop* carries over without being repeated with *go*.)
5. Eunice studies every question and knows the answers perfectly.
(To future tense.)
6. In the morning she tended the garden; in the afternoon she rode with Billy around the park. (To present tense.)
7. Dr. Jamison loves his cabin in the woods and stays there even in winter. (To past tense.)
8. When the rainy season comes, the inhabitants stay indoors and amuse themselves in different ways. (Change last two verbs to future tense.)
9. At sunrise I left the camp. (To future tense.)
10. Ullman will step over the line and will lower the score for his team. (To past tense.)

Besides the three simple tenses, there are three tenses known as *compound tenses* or *perfect tenses*. They are the *present perfect*, the *past perfect*, and the *future perfect*. Read these three sentences carefully and observe the verbs.

- a. There were no elephants in the parade today, but I *have seen* circus parades with many elephants. (Present perfect)
- b. David picked up the ball which he *had thrown* over the fence an hour before. (Past perfect)
- c. By the end of the week we *shall have spent* a whole month at the seashore. (Future perfect)

These tenses are called perfect tenses because they represent action perfected, or completed, in the present, past, or future. When used with other verbs, they indicate time with relation to the time of those verbs. For example, in sentence *a* above, the present perfect *have seen* is used with the past *were*. In sentence *b* the past perfect *had thrown* is used with the past *picked*.

When used alone, the perfect tenses indicate time with relation to some definite time in the speaker's thought; for example, in sentence *c*, *the end of next week*.

Using correctly the sequence of tenses is a part of the idiom of any language. It is learned more by imitation than by rule. For a few rules, see page 146.

The perfect tenses are often called *compound tenses* because they are formed by putting the present, past, and future tenses of *have* with a form of the verb known as the *past participle*. Therefore, in order to form the perfect tenses of any verb you must know the past participle of that verb.

The present tense, past tense, and past participle of any verb are known as its *principal parts*, that is, its important parts. If you know these three forms, you need make no errors in tenses.

Exercise 21: Go through the following list of principal parts and copy in your notebook any which you know you misuse even occasionally. Ask a friend to check your list to see whether you have omitted any that you need to study. It may be that you misspell some which you pronounce correctly, or vice versa.

PRINCIPAL PARTS OF VERBS COMMONLY MISUSED

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
am	was	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
burn	burned, burnt	burned, burnt
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
creep	crept	crept
dare	dared	dared
dive	dived	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
drown	drowned	drowned

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
flee	fled	fled
flow	flowed	flowed
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hang	hanged (death penalty)	hanged
hear	heard	heard
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lie	lied	lied
lose	lost	lost
pay	paid	paid
prove	proved	proved
raise	raised	raised
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown, snowed
shrink	shrank, shrunk	shrunk, shrunken
sing	sang	sung

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
sink	sank	sunk
sit	sat	sat
speak	spoke	spoken
spit	spat, spit	spat, spit
stay	stayed	stayed
steal	stole	stolen
strive	strove	striven
swear	swore	sworn
swing	swung	swung
swim	swam	swum
take	took	taken
ear	tore	torn
teach	taught	taught
throw	threw	thrown
wake	waked, woke	waked, woke
wear	wore	worn
wring	wrung	wrung
write	wrote	written

The following chart shows how any tense you need may be made from the principal parts:

FORMATION OF TENSES

Principal parts: 1. *go* 2. *went* 3. *gone*

Present: first principal part (*go*)

Past: second principal part (*went*)

Future: *shall* or *will* plus first principal part (*shall go* or *will go*)

Present perfect: *have* or *has* plus third principal part (*have gone* or *has gone*)

Past perfect: *had* plus third principal part (*had gone*)

Future perfect: *shall have* or *will have* plus third principal part (*shall have gone* or *will have gone*)

Exercise 22: For each of the following verbs, write in your notebook the three principal parts and a synopsis of the six tenses like that of *go* above.

end	leave	come
begin	rise	drive
be	see	do
lie	speak	ride

Exercise 23: Copy the following sentences in your notebook, supplying the verb form indicated in parenthesis.

1. Elvin never in his life (*pres. perf. of see*) the ocean.
2. Stevenson (*past of live*) for a number of years in the South Seas and (*past of become*) much interested in the natives.
3. Jack Frederick, the captain of the team, (*pres. perf. of seize*) the ball and undoubtedly (*future of try*) a drop kick.
4. I (*future of warn*) you three times before I (*pres. of give*) the signal.
5. Another Italian family (*past of occupy*) the dwelling where Angelina (*past perf. of live*) for many years.
6. The bride (*past of wear*) white satin and (*past of carry*) yellow roses.
7. By the end of this year we (*future perf. of complete*) the tenth grade.
8. The light from her candle (*past of shine*) in the darkness.
9. The poor invalid (*pres. of lie*) on the couch all day.
10. Many people (*pres. perf. of go*) to Canada to see the view from the Heights of Abraham.
11. I (*future of go*) to see the picture with you tomorrow.
12. After I (*past perf. of finish*) my work, I (*past of go*) home.
13. My cousin (*future perf. of return*) to college when you come to visit us in January.
14. The man stood in the yard which (*past perf. of be*) empty a few minutes before.
15. Dickens (*past of get*) many cheers when he (*past of come*) to America.
16. The birds (*past of fly*) past the window.
17. I (*pres. perf. of see*) the show of which you are speaking.
18. For a number of years John (*past perf. of do*) his best for the company.
19. Miss Buck (*pres. of teach*) school in Maine.
20. Marian Anderson often (*pres. perf. of sing*) over the radio.

Exercise 24: Go back over the sentences you copied in Exercise 23 and underscore with one line the simple subject of each verb that you supplied.

Exercise 25: In your notebook copy every verb from the following sentences and indicate its tense.

1. I have been absent many times this month, but John was here every day.
2. I shall be able to reach camp in May, but by that time you will have gone.
3. The boy could not write his composition today because he had lost his pen.
4. Nellie had swept the room several times before she noticed the broken mirror.
5. There had been many warnings of Germany's warlike intentions even before she invaded Czecho-Slovakia.
6. The red sun set in a horizon murky with humidity.
7. This fog will ground all airplanes.
8. I finally received my reply, but I had written four letters before it arrived.
9. The president rose, rustled his papers importantly, and then called for any new business.
10. Everywhere that boy goes, his good-natured dog follows him.

Progressive Tense Forms. When you wish to stress action (or being) as continuing in the present, past, or future, you use the progressive forms of the various tenses.

Present: am going

Present perfect: have been going

Past: was going

Past perfect: had been going

Future: shall be going

Future perfect: shall have been going

The present progressive forms are often used in everyday speech to express future time.

I'm going tomorrow, *meaning* "I shall go."

Are you going to the picnic? *meaning* "Shall you go?"

The progressive forms are made by using the tense forms of the verb *be* with the *ing* form of the verb, known as the *present participle*. Remember that the present participle cannot be used by itself as a simple predicate. It requires an auxiliary in order to make a statement or ask a question.

Exercise 26: Write in your notebook a synopsis, like that above, of the progressive forms of any two of the following verbs. Be sure to spell the present participle correctly. Then use at least five of the forms in sentences of your own.

begin

drive

hide

leave

choose

fly

forget

ride

As you have seen, auxiliary verbs are usually some part of the verb *to be* or *to have*. Other auxiliary verbs are *do*, *did*, *may*, *might*, *can*, *could*, *would*, *should*.

Exercise 27: Copy every verb in the following sentences in your notebook and indicate its tense. If it is a progressive form, write *prog.* after the name of the tense.

1. I never have known what those symbols meant.
2. "We are drifting," shouted the boys on the raft.
3. All summer Thomas has been collecting shells and piling them up in that tiny cave.
4. All day we listened to the drone of airplanes.
5. Everyone will soon leave for his spring vacation.
6. We had never crossed on so small a ship, but our friend's enthusiasm forced us to make the attempt.
7. My eyes were tired because I had been tracing tiny lines on the map.
8. She was driving down the road at dawn when she encountered the escaped prisoner.
9. Did you find the answer to your question?
10. The lamp shed its gleam on the spot where the accident had occurred.
11. Charles the First lost his throne and his life in the Puritan Revolution in England.
12. My birthday was a happy day, for my friends gave me a surprise party.
13. Every member of our club is coming to the dance on Hallowe'en.
14. Whenever I pass that church I always notice the imposing tower.
15. The President was visiting Latin American nations in order to win their good will.
16. Last summer we had such hot weather that the flowers in our garden withered.
17. We shall drive over the mountains and spend the winter in the pleasant climate of California.
18. The water will freeze quickly.
19. When I reached the camp, I saw the situation was different.
20. When I return from this trip, I shall have gone to the farm three times today.

VOICE

A transitive verb is said to have *voice*. A verb is in the *active* voice if its *subject performs* the action indicated by the verb and

a direct object receives the action. A verb is in the *passive* voice if the *subject receives* the action of the verb.

John *started* the thrift movement. (Active voice)

The thrift movement *was started* by John. (Passive voice)

Note that with the passive voice the agent or doer of the action is named in a phrase (*by John*). Often with the passive voice the doer is not mentioned; for example:

Last night all the flowers *were frozen*.

The minutes of the last meeting *were approved*.

That motion *was laid* on the table.

The passive voice of any verb is formed by using the suitable tense form of the verb *be* with the past participle of the verb.

Present: is laid

Present perfect: has been laid

Past: was laid

Past perfect: had been laid

Future: will be laid

Future perfect: will have been laid

Exercise 28: In your notebook write a synopsis of the passive voice for two of the following verbs. Then use at least five of the forms in sentences of your own.

raise

eat

know

steal

sing

drown

shake

sink

Exercise 29: Arrange three columns in your notebook headed *Verb, Tense, Voice*. List in the first column each verb in the following sentences. Then give its tense in the second column and its voice in the third.

1. Signs were placed on every corner and notices were flashed across the streets in large electric signs.
2. The trunk was opened in the presence of customs officials.
3. Gerald wearily climbed the long flight of stairs.
4. Traffic was speeded up before the approaching storm.
5. Pussy lapped the milk and splattered it over her nose.
6. We were annoyed all day by the blaring radio.
7. An untidy room was revealed in the dismal light.
8. President Wilson's addresses before Congress were delivered in person.
9. Mary answered the telephone for you.
10. Your message was recorded by Mary.

Exercise 30: Rewrite the following sentences, changing the verbs from the passive to the active voice. Keep the same tense. For example:

The rope *was climbed* with great agility by the athlete. (Passive)

The athlete *climbed* the rope with great agility. (Active)

1. The house was erected at the edge of the lake by my cousin.
2. Many picnickers are accommodated every Saturday afternoon at Patterson Park.
3. At our house, an excuse for a party is offered by birthdays.
4. Our laundry work is done on Monday by Martha.
5. Her paw was calmly licked by Tilly, our house cat.
6. Wires are held up for many miles by telegraph poles.
7. Intruders are kept out by the fence around the garden.
8. My cap was brought to me by my brother.
9. Two hundred people were rescued by the coast guards.
10. I was elected president by the class.

Exercise 31: Read aloud the sentences as they were printed in Exercise 30 and as you rewrote them. Do you prefer having the verb in the active or in the passive voice? Why?

Mood

A verb has three moods: *indicative*, *imperative*, and *subjunctive*.

Mood is related to the word *mode*, which means method. *What mode of travel shall you use?* means *What method*. Mode when applied to verbs refers to the *manner* in which the action of the verb is expressed. For example, if you make a statement, *Jimmie has shut the door*, you are using the indicative mood. A question is also in the indicative. If you give a command, *Jimmie, shut that door*, you are using the *imperative* mood.

In most verbs the imperative mood involves no change of form; it is the same as the present indicative: *run, go, sing*, etc. The verb *be* is an exception; the imperative is *be*, not *am*.

Exercise 32: Make a list of all imperative verbs used in these sentences. Be ready to tell why the verbs you select are in the imperative mood.

1. Read the whole book before you try to write about it.
2. Please close all the windows that are causing a draught.
3. As Franklin drove up to the entrance, he observed that the flag was lowered.
4. Madame Defarge gave a command and all the members of the secret society obeyed.
5. Hold yourself erect as you walk across the stage and accept your diploma graciously.
6. Do not allow the patient any company and keep the members of the family quiet.
7. Handle those Christmas tree ornaments with care.
8. Mary's feelings were hurt by Jane's unkind remark.
9. Boy, remove your hat when you enter that building.
10. Come home now.

The subjunctive mood has only a limited use. There are times when you do not make a statement, or ask a question, or give a command. If you say, *I wish I were an expert ice skater*, you are using the subjunctive mood to express a wish. Notice that in such a case you use *were* with the pronoun *I*, instead of the usual *was*.

When you say, *If I were twenty-one, I could vote*, you are not exactly expressing a wish, but you are expressing an idea that is contrary to fact. Again you use the subjunctive. Sometimes the inverted order is used; for example, *Were I twenty-one, I could vote*.

The subjunctive mood is used to express a wish, prayer, demand, a condition contrary to fact, and doubt or uncertainty. The subjunctive forms of most verbs are exactly like the indicative except in the present, third person, singular. For example:

I demand that he *go* at once. (Subjunctive, *go*; indicative, *goes*.)

The verb *be* has two subjunctive forms different from the indicative: *be* (present), *were* (past).

Exercise 33: In your notebook copy only the sentences that contain verbs in the subjunctive mood. Underscore these verbs and tell whether each expresses a wish, a prayer, or a condition contrary to fact.

1. Oh, that I were a little bird to peep in your window this afternoon!
2. If you were in my place, you would understand my problem.
3. Some people wish for the moon.
4. What would you do if I were your sister?
5. God be with us here today.
6. Oh, that he were on the other side of the world!
7. If I were not sure, I should not tell you.
8. Jennie exclaimed, "If I were as rich as you, my friends would all get beautiful Christmas gifts."
9. The passengers who were still on the ship expected to be rescued.
10. She would admit her guilt were she completely honest.

Besides the subjunctive forms noted above, several *modal* auxiliaries are used to express doubt, possibility, desire, supposition, etc. For example:

I *may* go tomorrow.

I *should* be grateful if you would help me for an hour.

REVIEW OF VERB FORMS

Exercise 34: In your notebook make column headings as follows:

<i>Verb</i>	<i>Person</i>	<i>Number</i>	<i>Tense</i>	<i>Voice</i>	<i>Mood</i>
-------------	---------------	---------------	--------------	--------------	-------------

List all verbs in these sentences and complete the chart.

1. I shall soon write a letter with correct tenses.
2. All the pupils in this class have been examined by the school doctor.
3. The president of our class is leading the orchestra.
4. Stevenson did not completely recover his health in the South Seas.
5. The collection was being taken as I entered.
6. Shut the door and come here at once.
7. Shall I join the race across the river?
8. If I were not busy, I should help you now.
9. The notice on the board will be read by every class that is due here.
10. The Civil War was over in 1865.
11. Oh, that I were happy once again!
12. The tiny cabin was hidden by large trees.
13. Jack, bring more logs for the fire.

14. Now is the time when witches ride abroad.
15. Don't open the door until the signal is given.
16. May Heaven bless our home.
17. Please help the blind.
18. I wish I were you.
19. Jack went home early.
20. Were it not for his brother, John could not attend college.

VERBALS

Certain forms of the verb, called *verbals*, are used in sentences, not as simple predicates, but as modifiers and as nouns in the position of subject, object, predicate complement, or object of a preposition. These forms are *infinitives*, *participles*, and *gerunds*.

Their forms change to show tense and voice.

<i>Active Voice</i>	<i>Passive Voice</i>
<i>Infinitives</i>	
<i>Present:</i> to raise	to be raised
<i>Perfect:</i> to have raised	to have been raised
<i>Participles</i>	
<i>Present:</i> raising	being raised
<i>Past:</i> _____	raised
<i>Perfect:</i> having raised	having been raised
<i>Gerunds</i>	
<i>Present:</i> raising	being raised
<i>Perfect:</i> having raised	having been raised

For the uses of these forms, see pp. 45-46; 58-62. Until you understand their uses, participles and gerunds are hard to distinguish, but an infinitive is easily recognized because it is usually preceded by *to*, called the sign of the infinitive. Note, however, that the *to* is sometimes omitted after certain verbs; for example, *let*, *dare*, *make*.

Let me *do* that.

Do you *dare* go?

I'll *make* them pay for it.

Exercise 35: List all the infinitives in the following sentences and indicate whether each one is active or passive, present or perfect.

1. I should prefer to have seen London before the war.
2. She is expected to give the matter her careful attention.
3. The child who was to sing was absent.
4. Please let me arrange the flowers.
5. On Thanksgiving Day the congregation brought donations of food and clothing to give to the poor.
6. I wish you wouldn't make Tommy scream.
7. While her mother was working in the store, Abbey had to clean the house.
8. I wish to know what I am expected to do next.
9. I was on the way home when it began to rain.
10. The best known infinitive quotation is "To be or not to be."

4. Recognizing Nouns and Pronouns as Subjects, Predicate Complements, and Objects of Verbs

NOUNS

A *noun* is a word used to name a person, place, or thing.

A noun which names a particular person, place, or thing is called a *proper noun*; for example, *Peter*, *Baltimore*, *Grand Coulee Dam*. Proper nouns are capitalized.

Other nouns are *common nouns*: *boy*, *city*, *lake*, *river*, *dam*, *building*, *courage*, *goodness*, *idea*, *gentleness*, *co-operation*.

Nouns which name a group of persons or things are called *collective nouns*; for example, *crowd*, *regiment*, *congregation*, *committee*, *herd*.

Exercise 36: Make a list of all the nouns you can find in the following sentences.

1. The boy modeled some figures in clay.
2. The block of drab old houses has been painted green and white.
3. Geraniums sent their spicy odor throughout the room.
4. The old man's chair had been rolled close to the radio.
5. Since this field has been irrigated, it has produced fine crops.
6. The shouts of the mob were heard above the traffic.
7. The dry leaves scratched against the window pane.
8. The children had been mowing the lawn for two hours.

9. The mischievous little snowman had dwindled away in the sunshine.
10. The team was delayed by an accident.
11. The crackling of the flames was our first warning.
12. They are drawing up agenda for a special meeting called for this afternoon.
13. The scene was one which filled me with fear.
14. The large, imposing house aroused my curiosity.
15. Mrs. Burke always gave the impression of being tired.
16. I pushed back the curtains and stepped into the most unusual room I have ever seen.
17. My brother-in-law's new car is a beauty.
18. What is the keynote of the topic sentence?
19. The wharf was teeming with excitement.
20. The linoleum had had its pattern worn off long ago and was now merely a monstrous blur.

NUMBER: SINGULAR AND PLURAL

Most nouns change their form to indicate plural number. While the dictionary always gives you first aid in the spelling of plurals, the following rule should be mastered:

Most nouns form the plural by adding *s*.

However, there are a number of exceptions. Nouns ending in *s*, *ch*, *sh*, *x*, or *z* add *es* in order to be pronounceable: *glasses*, *houses*, *churches*, *bushes*, *boxes*, *quizzes*, *Adamases*.

Some nouns ending in *f* or *fe* change the *f* to *v* before adding *es* or *s*: *loaf*, *loaves*; *knife*, *knives*; but *roofs*, *handkerchiefs*, *beliefs*.

Nouns ending in *y* after a consonant change *y* to *i* before adding *es*: *city*, *cities*; *lady*, *ladies*; *library*, *libraries*.

Nouns ending in *y* after a vowel form the plural in the usual way: *monkey*, *monkeys*; *valley*, *valleys*; *buoy*, *buoys*. Furthermore, this rule does not apply to proper nouns: two Marys, the Kellys.

Some nouns ending in *o* add *s* and some *es*. Most of those used in music add only *s*: *solos*, *pianos*, *banjos*. Of those spelled with *es* in the plural, the following commonly used ones should be learned: *echo*, *echoes*; *hero*, *heroes*; *mosquito*, *mosquitoes*; *Negro*, *Negroes*; *potato*, *potatoes*; *tomato*, *tomatoes*; *cargo*, *cargoes*.

A few very common nouns add *en* or change the vowel or remain unchanged in the plural: *ox*, *oxen*; *man*, *men*; *woman*, *women*; *foot*, *feet*; *tooth*, *teeth*; *deer*, *deer*; *sheep*, *sheep*.

Most nouns of foreign origin retain the foreign plural: *alumnus, alumni; alumna, alumnae; crisis, crises; parenthesis, parentheses; Mr., Messrs. (Messieurs); Madame, Mesdames.*

Most compound nouns add *s* or *es* to the principal word of the compound: *sisters-in-law, major generals, runners-up.*

Letters, figures, and signs usually form the plural by adding 's: too many *s's*; cross out the *3's*.

A few nouns are regularly plural in form and meaning: *scissors, trousers, athletics.*

A few nouns are plural in form but singular in meaning: *news, mathematics, physics.*

Exercise 37: Write the plural form of each of the following nouns.

glass, brush, chief, thief, wife, spy, country, comedy, journey, Henry, radio, alto, hero, motto, potato, mouse, ox, series, medium, analysis, father-in-law, passer-by, E, 9, tongs.

Exercise 38: In the list of nouns which you made for Exercise 36, indicate which ones form their plurals according to the rule or exceptions on pages 36–37 by putting R after the nouns governed by the rule, and writing the proper exception after the other nouns.

PRONOUNS

A *pronoun* is a word used in place of a noun. The noun for which it stands and to which it refers is called its *antecedent*.

Example: Tom looked puzzled as *he* took *his* prize model plane from *its* show place.

Tom is the antecedent of *he*, *his*; *plane* is the antecedent of *its*. There are five kinds of pronouns.

1. *Personal* pronouns show by their form whether they denote the person speaking, the person spoken to, or the person spoken of. They also show singular and plural number.

	<i>Singular</i>	<i>Plural</i>
FIRST PERSON	I, my, mine, me myself	we, our, ours, us, ourselves
SECOND PERSON	thou, thy, thine, thee, thyself, you, your, yours, yourself	you, your, yours, yourselves

THIRD	he, his, him, she, hers, her,	they, their, theirs,
PERSON	it, its, himself, herself, itself	them, themselves

2. *Demonstrative* pronouns point out particular persons, places, or things: *this, that* (singular); *these, those* (plural); *same, such*.

3. *Relative* pronouns relate, or connect, modifying clauses with main clauses: *who, whose, whom, that, which, what, whoever, whosoever, whomever, whichever, whatever*. (The last six do not have antecedents.)

4. *Interrogative* pronouns ask questions: *who, whose, whom, which, what*. Their antecedents may or may not be expressed in the same sentence.

5. *Indefinite* pronouns point out persons or things in a general way with antecedents implied but not expressed: *all, any, another, both, each, every, either, neither, anyone, everyone, nobody, somebody, one, other, none, nothing, something*.

Exercise 39: Find and list every pronoun in the following sentences, tell what kind it is, and give its antecedent if the antecedent is expressed. Do not list as pronouns the demonstratives, *this, that*, etc., when used as adjectives, but do list as pronouns such possessive forms as *my, his, whose*, although they also serve as modifiers.

- Below us spread the long, quiet valley.
- As we rounded the dangerous curve, I watched the faces of the passengers.
- That story always puzzled me.
- Whose watch is that?
- Rebecca did not know whom she could believe.
- My uncle insisted upon telling everybody his experience over and over again.
- None of us was late.
- That is a very unusual moth which you have caught.
- My mother left me with careful instructions.
- Strange voices yelled their derision at us.
- What the children had plotted was readily suspected.
- Each must exact the utmost secrecy of himself.
- You yourselves are the ultimate judges of your integrity.
- What is the difference between a clause and a sentence?

15. I advertised for a person who could type.
16. It is a mistake to believe that one can rely solely on his own powers of observation.
17. Should you like to see my sixteen-month-old brother?
18. No one ever dared visit that house because it was thought to be haunted.
19. Be sure to inquire the route of that bus before you enter.
20. Was it not Mark Twain who said, "Everybody complains about the weather but nobody does anything about it"?

CASE OF NOUNS AND PRONOUNS

Nouns and pronouns have changes of form called *case* to show their relation to other words in a sentence.

A noun or pronoun is in the *nominative case* when it is used as:

- a. Subject of a finite verb.

Examples: John and I will go.
Who took the cake?

- b. Predicate complement, called also predicate nominative, with a linking verb. (See linking verbs, page 19.)

Examples: It was Susan and they in the car.
What are their names?

- c. Nominative of address.

Examples: Lillian, please come here.
Shall I pile the books there, Miss Robbins?

A noun or pronoun is in the *objective case* when it is used as:

- a. The direct object of a transitive verb or verbal. (See transitive verbs, pages 17-18.)

Examples: Have you called them?
They wanted to see Julia.

- b. The indirect object of a transitive verb.

Examples: Margaret gave me her picture.
The draft board sent Malcolm his papers.

Note that the indirect object accompanies a direct object and tells to whom or for whom the action takes place.

- c. The object of a preposition. (See page 65.)

Examples: The gift from Father is for all of us.
Whom are you looking for?

d. The subject of an infinitive.

Examples: They asked *us* to help.

We believed *him* to be trustworthy.

In this last construction, note that the pronoun is not the object of the finite verb. The entire infinitive phrases, *us to help* and *him to be trustworthy*, are the objects of *asked* and *believed* respectively.

A noun or pronoun is in the *possessive case* when it shows ownership or possession. Possessives are often used as modifiers.

Examples: Is that *my* fountain pen?

No, I borrowed *Julia's* pen.

Here is *yours*.

Exercise 40: In your notebook head three columns as follows: *Simple subject*, *Linking verb*, and *Predicate nominative*. Then list the words from these sentences to complete the chart. List also any nominatives of address that you find.

1. The Navy is called the silent service.
2. The bombing of Rotterdam was a crime which history will never forget.
3. Was it he who gave the commands?
4. The junior officers were recent graduates from college.
5. A chill wind was our only hardship.
6. Grim determination became our daily comfort.
7. The figure looked taller but no doubt it was she.
8. That man is a troublesome neighbor because his radio is a nuisance.
9. The tall grass was made into hay.
10. Our signal, Jack, will be three sharp blasts from the bugle.
11. The Plaza Hotel will be my headquarters, Mr. Brown.
12. Our uniforms were the despised blue overalls.
13. For many years Miss Bledsoe was my music teacher.
14. Edward VIII was king although he was never crowned.
15. The bridge was only some loose planks.

Exercise 41: In your notebook fill out this chart for the following sentences: *Simple subject*, *Verb*, *Infinitive*, *Direct object*, *Indirect object*, *Object of preposition*, *Subject of infinitive*.

1. We sent our friends in England a package of sweets.
2. At last the postman brought the long-awaited letter.
3. My aunt left me her property.
4. An efficient guard refused John and Bertha admission.
5. I gave the expressman the package.
6. Austin's superior officer granted him leave.
7. The mock air battles gave us a thrill which we shall never forget.
8. Unfortunately we had to refuse him his request.
9. The cold wind sent us to bed shivering.
10. With a sigh of relief we realized that the man would sell us the horse.
11. What a joy it was when the ration board handed us a certificate for more fuel!
12. The curator of the museum took Martin into the basement and showed him the treasures that had been stored there for the duration of the war.
13. If you will bring me that book, I shall show you the picture.
14. The child shyly gave us her hand.
15. The colonel gave his young officers a demonstration of the new equipment.

Exercise 42: In your notebook write a verb to fill each blank in the following sentences. Indicate whether the verb you have supplied is followed by a direct object or a predicate complement, or by neither.

1. I ____ the one selected for the main character in the play.
2. A dog that ____ well-trained will never ____ a nuisance to anyone.
3. The dancers who ____ in the second act ____ pupils from my class.
4. In his hand he ____ three marbles which his friend ____ him.
5. Do not ____ the sad news to the sick woman because it ____ her worse.
6. Baby can ____, ____, and ____.
7. The governor of the state ____ Mr. J. T. Thomas to the position.
8. In the autumn the leaves ____ and the grass ____ brown.
9. Father ____ our house last June.
10. A nurse ____ always necessary in the sick room.
11. The hero ____ the goal line as the tacklers ____ close upon him.
12. The contractor ____ the building in less than six months.
13. I ____ never late for school if my mother ____ me in time.

14. The waiter ____ the food steaming hot.
15. Mrs. Barclay ____, ____ the young man and then ____ him the letter.
16. In the North, Eskimos ____ in snow huts.
17. Our school motto ____: "Enter to learn; go forth to serve."
18. I ____ so tired that I must ____ to bed.
19. Before the teacher ____ the work, she put examples on the board.
20. This cantaloupe ____ sweet.

You have seen that nouns have the same form in the nominative and objective cases. Personal, relative, and interrogative pronouns, however, have different case forms. Be sure that you know these forms:

Nominative: I, we, you, he, she, it, they, who

Possessive: my, mine, our, ours, your, yours, his, her, hers, its, their, theirs, whose

Objective: me, us, you, him, her, it, them, whom

Exercise 43: In the following sentences choose the correct pronoun form from those in parentheses and write it in your notebook. Remember that the nominative is used after a linking verb and the objective after a transitive verb or a preposition.

1. (We, Us) boys want a debating club.
2. (Who, Whom) would make a good president?
3. Let's put it up to Fred and (she, her).
4. Why do you always blame (we, us) girls?
5. Between you and (I, me), I'd rather have a drama club.
6. It was (they, them) who suggested it.
7. (Who, Whom) are you talking about?
8. Why won't you go with (he, him) and (I, me)?
9. (Who, Whom) do you follow?
10. Everyone is going except (her, she).
11. Is it (I, me) whom you want?
12. The picnickers whom you saw were (we, us).
13. I am sure it was (he, him).
14. You are undoubtedly (her, she).
15. It is either (they, them) or (us, we).
16. The winners were my brother and (me, I).
17. My mother was annoyed by my sister and (I, me).

18. Our only friends were John, Rachel, and (him, he).
19. Do you want Elizabeth and (me, I)?
20. The contestants were (those, them) whom you selected.

POSSESSIVE FORMS OF NOUNS AND PRONOUNS

The only change in nouns, to show case, is in the possessive.

Master the following rules for forming the possessive case of singular and plural nouns.

1. To form the possessive of a singular noun add an apostrophe and s.

Examples: student's books, cadet's uniform, James's watch

If you object to double sibilants at the end of a proper noun ending in *s*, *x*, or *z*, you may add only the apostrophe. *James' watch, King Charles' reign, Frances' books.*

2. To form the possessive of a plural noun ending in *s*, add an apostrophe.

Examples: students' books, cadets' uniforms, ladies' hats

3. To form the possessive of a plural noun not ending in *s*, add an apostrophe and *s*.

Examples: children's books, women's hats

As a rule do not use the possessive form of nouns naming inanimate objects. Instead use the preposition *of*: the height *of the building*, not the building's height; the origin *of the name*, not the name's origin. Certain possessives of inanimate things are, however, correct: *a week's pay, a day's work, for mercy's sake, fifty cents' worth.*

Review the possessive forms of pronouns on page 42. Note that the apostrophe is not used in any of those forms. Do not confuse the possessives *your, its, their, theirs*, and *whose* with contractions which have the same sound.

Possessives	Contractions
Is this <i>your</i> book?	<i>You're</i> tired.
The dog hurt <i>its</i> foot.	<i>It's</i> limping.
<i>Their</i> shoes have come.	<i>They're</i> a good fit.
Are these spoons <i>theirs</i> ?	<i>There's</i> no time to waste.
<i>Whose</i> pencil is this?	<i>Who's</i> coming with me?

Indefinite pronouns, however, require the apostrophe in the possessive form: *one's*, *another's*, *somebody's*.

Note that possessive forms of both nouns and pronouns are usually used as modifiers:

Examples: The *child's* expression amused me.
That's *her* book not *mine*.
Do you object to *my* going, Mother?

Exercise 44: Find every possessive form in the following sentences. Copy it and the name of the thing possessed. Insert apostrophes where they are needed.

1. He was my fathers closest friend.
2. I like the mens department of that store.
3. This is your notebook and the other must be hers.
4. Nobodys claimed this big one.
5. Goats milk is very nourishing.
6. The Kellys garage is on fire.
7. Is that car in the driveway ours or theirs?
8. Do you like Besss tweed coat?
9. She found it in the ladies coat section.
10. The sopranos voice was brilliant but a little hard.

Exercise 45: Go back to Exercise 39 and underline every possessive pronoun you listed.

Exercise 46: Rewrite the following sentences, changing the singular possessives to plural and the plural to singular. Be sure to make any other changes needed.

1. All the boys threw their caps over the goal posts.
2. The princesses' attractive faces appeared in many magazines that month.
3. I still enjoy the illustrations in many a child's book.
4. Something about the secretary's smile told me that if I waited I might get an interview.
5. Is a nurse's training as rigorous as it used to be?
6. There seemed to be many women's coats but none for girls.
7. She could not forget the look in that hungry baby's eyes.
8. We marveled at the grace of the deer's movements.
9. The mouse's sad plight gave the poet a feeling of kinship with the tiny creature.
10. The little donkey's load was bigger than he.

APPOSITIVES

An appositive is a noun or pronoun used to identify another noun or pronoun.

Examples: My friend, *Janet Brown*, is very fair.
 She, the *beauty* of the family, looked positively plain
 in that outfit.

An appositive is in the same case as the noun or pronoun which it identifies.

Exercise 47: List all the appositives in the following sentences. State whether each is in the nominative or the objective case and why.

1. Youth, youngsters in cadet uniforms, and maturity, veterans of World War I, sat down together.
2. You, my dear, are the lucky one.
3. On that day, the day Paris was declared an open city, I knew France was doomed.
4. Off they scampered, boy and dog.
5. He seems to have only two friends, Roger and me.
6. A raucous radio, the most hated of all nuisances, disturbed our peace and quiet.
7. An east wind, the forerunner of stormy weather, kept us uneasy.
8. I rooted out the morning glories, those lovely destroyers of our garden.
9. I can only refer you to this book, an authoritative work on the subject.
10. Helen, she whom I adored, was being ridiculed.

GERUNDS AND INFINITIVES

The gerund and the infinitive are like nouns in that they may be used as subject, direct object, predicate nominative, appositive, or object of a preposition.

Study the following sentences:

Driving a new car is always great fun.
 I like *to drive* a new car fast.

The gerund *driving* is the simple subject of the verb *is*. It is used as a noun, but being a verbal, it takes a direct object, *car*. The infinitive *to drive* is the direct object of the verb *like*. It

therefore serves as a noun, but being a verbal, takes a direct object, *car*.

Exercise 48: Copy these sentences and fill the blanks with gerunds made from the following verbs: *go, play, wash, know, believe, swim, cheer, fish, see, arrive, break*. Then tell how each gerund is used in the sentence.

1. I enjoy ____ in the lake.
2. ____ clothes is Monday's task.
3. Have you heard about the ____ of Mr. Johnson's store window?
4. Most people like ____ to the movies.
5. I succeeded in my work by ____ the answers.
6. ____ is often ____.
7. ____ basketball is her favorite pastime.
8. ____ for your team shows your school spirit.
9. By ____ late we nearly missed the refreshments.
10. On summer afternoons our favorite sport is ____ in Brady's Creek.

Exercise 49: Select and list every gerund from the following sentences and every infinitive used as a noun. Caution: not every *ing* word is a gerund and not every infinitive is used as a noun.

1. The massing of proper colors is one of the secrets in planning a beautiful garden.
2. Modeling in clay was his favorite amusement.
3. We chose riding a horse for our sport.
4. Fishing in these waters is prohibited.
5. My assignment was reporting the event in the city.
6. Experimenting with seeds and cuttings has always been my hobby.
7. The dyeing of delicate fabrics is an ancient art.
8. The scientist was explaining that the last four years had been spent in studying the eating habits of rats.
9. Automobile racing holds a sort of horror for me.
10. Shipping and manufacturing are among the chief industries of the seacoast states of New England.
11. If the child wishes to see the toys, take him to the toy department.
12. In order to go to Europe she had to get a passport.
13. The colonel came to inspect the barracks.
14. This building is to be occupied sometime in October.

have a colt of his own. (4) When his father would not grant this request, the boy grew out of sorts with the world. (5) His mother's deeper understanding led to the boy's being allowed to have a yearling. (6) The story is centered on the process of winning Flicka. (7) And of proving the rightness of the boy's choice against terrific odds. (8) A vigorous picture of the activities, the heartbreaks, and the thrills of life on a ranch. (9) Here is a delightful story that stirs the hearts of young and old. (10) Because the author knows the heart of a boy and the spirit of a colt.

2. Recognizing Simple Subjects and Simple Predicates

A. Directions: On your answer sheet write A and the number of each sentence; beside the number write the letter which marks the *simple subject*.

1. Many of the members of our club at school took the air corps
 $\begin{array}{cccc} a & & b & \\ & & & c \\ & & & \\ & & & d \end{array}$
examinations.
2. Why do you like to play tennis, John?
 $\begin{array}{cccc} a & b & c & d \end{array}$
3. On that table lies the old manuscript.
 $\begin{array}{cccc} a & b & c & d \end{array}$
4. There are fish in that lake.
 $\begin{array}{cccc} a & b & c & d \end{array}$
5. Engrossed in his studies, he did not hear me.
 $\begin{array}{cccc} a & b & c & d \end{array}$

B. Directions: On your answer sheet write B and the number of each sentence; beside the number write the letter or letters which mark the *simple predicate*. Do this for each clause in a sentence.

1. Have you seen my pen?
 $\begin{array}{cccc} a & b & c & d \end{array}$
2. The old gentleman sitting on the bench was feeding the squirrels.
 $\begin{array}{cccc} a & b & c & d \end{array}$
3. She does not know how she lost her ring.
 $\begin{array}{cccc} a & b & c & d \end{array}$
4. Bring me the water to pour on the flowers.
 $\begin{array}{cccc} a & b & c & d \end{array}$
5. With your permission, I will enter the house now.
 $\begin{array}{cccc} a & b & c & d \end{array}$

3. Recognizing Verb Forms and Uses

A. Directions: Read carefully the following sentences. Show how you would fill in the blank by writing on your answer sheet, under A, the number of each sentence and the letter (*a* or *b*) of the word or words needed in that sentence.

1. As I rode by the house, I noticed a yellow gate which I ____ before.
a. had not seen b. have not seen
2. By June you ____ in this grade for five months.
a. have been b. will have been
3. As Walter ____ along Hudson Street, he calls his friend to join him.
a. went b. goes
4. We discovered that she ____ with her the little puppy wrapped in a warm blanket.
a. had brought b. brought
5. Her voice ____ over the radio clear and strong whenever we listen to her.
a. comes b. came

B. Directions: Show that you understand that a transitive verb is one which takes a direct object, and that an intransitive verb does *not* take a direct object. On your answer sheet, under B, copy the number of each sentence and beside it write *T* if the verb is *transitive*; write *I* if the verb is *intransitive*. If a sentence contains two verbs, designate them in correct order.

1. Run quickly to the office while I wait here.
2. He spent his money wisely.
3. The little old lady was sitting comfortably in the rocker.
4. She tells us a bedtime story every evening at nine o'clock.
5. Will you help me with the planting and harvesting this year?
6. The guests sat talking on the front lawn.
7. Please leave your note on my desk.
8. He walked beside the lake all afternoon.
9. Don't forget your box of drawing materials.
10. The janitor has made us a path in the snow.

C. Directions: On your answer sheet, under C copy the number of the sentence and beside it write *L* if the sentence

contains one or more linking verbs. Write *N* if the sentence does not contain a linking verb.

1. Where have you been all day?
2. This is the place where games were played.
3. He will become a doctor after years of preparation.
4. You will have been here three hours by six o'clock.
5. We saw them in their new car.
6. She seems unlike her brother.
7. It is true that the necklace is expensive.
8. Your dog may prove a real hero in time of emergency.
9. This has been the happiest day of my life.
10. Jean wears her hat on the back of her head.

4. Recognizing Nouns and Pronouns as Subjects, Predicate Complements, and Objects of Verbs

A. Directions: On your answer sheet, under A, copy the number of each sentence and beside it write the letter which identifies *noun or pronoun used as the subject*.

1. Everybody had his own idea on the subject.
a b c
2. How did you do that?
a b c
3. At the corner they were met by the old woman.
a b c
4. Washington lost many battles before the end of the war.
a b c
5. Did she suspect what I was going to say?
a b c
6. This is too much to expect from a girl like Mary.
a b c
7. Upon hearing the announcement, the crowd began to laugh.
a b c
8. None of the people in the boat saw the storm coming.
a b c
9. The baskets were filled with ripe apples.
a b c
10. It is very hot in here.
a b c

B. Directions: On your answer sheet, under B, copy the number of each sentence and beside it write the letter which identifies a noun or pronoun used as the *predicate complement*.

1. It was they whom we saw at the concert.
 $\begin{array}{ccc} a & b & c \end{array}$
2. Marian was a charming actress last night.
 $\begin{array}{ccc} a & b & c \end{array}$
3. One of his sons became a successful aviator.
 $\begin{array}{ccc} a & b & c \end{array}$
4. That seemed to him the loveliest song of all.
 $\begin{array}{ccc} a & b & c \end{array}$
5. This will be a lesson to us.
 $\begin{array}{ccc} a & b & c \end{array}$

C. Directions: On your answer sheet, under C, copy the number of each sentence and beside it write the letter which identifies the noun or pronoun used as *direct object of a verb*.

1. Have you corrected your mistakes in the composition?
 $\begin{array}{cccc} a & b & c & d \end{array}$
2. Winifred made sandwiches for our afternoon tea.
 $\begin{array}{cccc} a & b & c & d \end{array}$
3. When you finish the letter, come here.
 $\begin{array}{cccc} a & b & c & d \end{array}$
4. Many tears she shed that day.
 $\begin{array}{cccc} a & b & c & d \end{array}$
5. The doctor's treatment has at last cured my cold.
 $\begin{array}{cccc} a & b & c & d \end{array}$

Developing Sentence Sense, Part II

TEST II. SENTENCE SENSE (FORM A)

1. Recognizing Forms and Uses of Adjectives

Directions: On your answer sheet, copy the number of the sentence and beside it write the letters of the words which you identify as *adjectives*.

1. A clever guide entertained us on the long trip.
a *b* *c* *d*
2. The fields looked like a patchwork quilt.
a *b* *c* *d*
3. The author, a young R.A.F. pilot, tells in accurate and
a *b*
interesting fashion of breath-taking encounters with German
c *d* *e*
bombers.
4. He describes dogfights which must have been terrifically
a *b*
dangerous and thrilling.
c *d*
5. This one of all the books displayed interests me most.
a *b* *c* *d* *e*

2. Recognizing Forms and Uses of Adverbs

Directions: On your answer sheet, copy the number of the sentence and beside it write the letters of the words which you identify as *adverbs*.

1. The two months at camp passed quickly because they were filled
a *b*
with delightful experiences.
c *d*
2. The battle continues for some time, but a carefully placed shell
a *b*
puts the author and his ship temporarily out of commission.
c *d*

3. Overfondness for power or wealth is very harmful.
 $\begin{array}{cccc} & a & b & c & d \end{array}$
4. No appeal for increased production is quite as strong as the one
 $\begin{array}{ccc} & a & b & c \end{array}$
 coming by press, radio, and the movies from our men in actual
combat.
 $\begin{array}{c} d \end{array}$
5. It is not too much to say that the fate of America was definitely
 $\begin{array}{cc} & a & b \end{array}$
decided during the months covered by the book *Torpedo Junction*.
 $\begin{array}{cc} c & d \end{array}$

3. Understanding Phrases

Directions: On your answer sheet, copy the number of each sentence and beside it write each letter which identifies a *phrase*. (A group of words used as a single part of speech and introduced by a preposition, or containing a participle, gerund, or infinitive, is counted as a phrase.)

1. Hartzell persistently played tennis outside his father's window.
 $\begin{array}{ccc} & a & b & c \end{array}$
2. Getting here on time was very difficult.
 $\begin{array}{ccc} & a & b & c \end{array}$
3. To find you here is a great relief.
 $\begin{array}{ccc} & a & b & c \end{array}$
4. Explaining in a humorous, easy style his life as a preacher's son,
 $\begin{array}{cc} & a & b \end{array}$
 Hartzell Spence has written a very interesting autobiography.
 $\begin{array}{c} c \end{array}$
5. I wanted to find her but without your help I would have been
 $\begin{array}{ccc} & a & b & c \end{array}$
unsuccessful.

4. Understanding Clauses Used as Modifiers and Nouns

Directions: Read these sentences carefully. Examine the underlined clauses. On your answer sheet, copy the number of each sentence and beside it write *N* if the underlined clause is used as a *noun*. Write *Adj* if it is used as an *adjective*. Write *Adv* if it is used as an *adverb*. Identify all subordinate clauses

in each sentence. (A subordinate clause is a group of words containing a subject and a predicate, and used as a simple part of speech in a sentence.)

1. A child who had stood quietly beside her mother now began to cry.
2. The runners will start when the signal is given.
3. Has she found what she was looking for?
4. The farm which you see on the right belongs to William since his father died.
5. We know that winter has come when the geese fly south.
6. Whoever is coming should be here by now.
7. *Varsity Letter* is a story of boys and men who went out for sports.
8. Following with my eyes the crowds as they hurried down the side street, I discovered that a schoolhouse was on fire.
9. His mother has kept his letters because re-reading them keeps her from feeling worried about him while he is overseas.
10. No matter how informal our letters are, errors in spelling, punctuation, and grammar interfere with our reader's enjoyment.

5. Different Kinds of Clauses

A. Directions: On your answer sheet, under A, copy the number of each sentence and beside it write the letter which identifies the *main* clause.

1. It was an early Friday morning in June, 1944, when I started on a trip from Baltimore to Monterey, Massachusetts.

a
b
2. Almost before I knew it, I was at the Monterey Station, waiting for the bus.

a
b
3. When the car finally came, all the campers piled in and began singing peppy camp songs.

a
b
4. I felt like a fish out of water until one girl noticed my plight.

a
b
5. Tent Number 6, where I lived that summer of 1944, is still a vivid picture of happiness in my mind.

b
a
b

B. Directions: On your answer sheet, under B, copy the number of each sentence and beside it write the letter which identifies the *subordinate* clause.

1. I tingled with excitement as I entered the camp grounds.
a *b*
2. As far as I could see, there were huge pine trees, grassy slopes,
a *b*
and a serene and peaceful lake.
b
3. Tent Number 6 was next to the lake and surrounded by trees
a
which provided delightful shade.
b
4. You may summarize what the class has been saying on this topic.
a *b*
5. I began to notice the scenery which was composed of small lakes,
a *b*
rivers, and endless mountains covered with towering pines and
b
birches.
b

6. Classifying Sentences According to Clauses

Directions: The following five sentences represent the four kinds — (1) a simple, (2) a compound, (3) a complex, (4) a compound-complex. On your answer sheet, copy the number of each sentence and indicate each kind of clause, if any, it contains.

1. Seen in the dull gloom of night, the waiting room of the Glen Burnie Station seemed to be the embodiment of everything comfortless and cheerless.
2. The station itself, which consisted of only one room, was a long, low structure, built upon a raised platform by the side of the railroad tracks.
3. The vast underground rooms quite took my breath away.
4. We put them in an aquarium and watched them grow into frogs.
5. As the King rode by on a fine white horse, the crowd was awed by the colorful and impressive spectacle.



1. Recognizing Forms and Uses of Adjectives

An adjective is a word used to modify a noun or pronoun.

Besides descriptive adjectives, such as *large, interesting, faulty*, there are the following kinds: numerals (*two, six*), articles (*a, an, the*), demonstratives (*this, that*), interrogatives (*which, what*), indefinites (*many, any, no, such*), and possessives (*his, their, our*).

Words of the last four classes, which serve as either adjectives or pronouns, are often called *pronominal adjectives*.

Many words commonly used as nouns are also used as adjectives.

Our *week-end* hostess took us to a *church* supper.

Exercise 1: Find and list in your notebook every adjective in the following sentences. Include the articles *a, an, the* only once.

1. A big, burly mate shouted quick, brisk orders to the coolies.
2. A ludicrous, little chimney was perched at a ridiculous angle on one side of the sloping roof.
3. Stiff-backed chairs and uncomfortable benches were lined against the wall in a prim row.
4. We have a large house by the river.
5. All the pupils must leave by the front door.
6. A large black dog stood guarding the gateway.
7. Fear was the worst enemy of the team.
8. A heated argument finally broke up the party.
9. Just then a tiny, gray mouse scuttled across the room and disappeared behind the heavy, old-fashioned bookcase.
10. Her dress is not attractive enough to put on exhibition.

An adjective which completes the predicate and modifies the subject is called a *predicate adjective*. Predicate adjectives are used after linking verbs, such as *be, appear, become, feel, look, seem, smell, sound, and taste*.

Exercise 2: Find and list in your notebook every predicate adjective in these sentences. After it name the subject which it modifies. Remember that the verbs above may be used in other ways than as linking verbs. (See page 19.)

1. The final answer was surprising.
2. A courageous person would never be so cautious.
3. An officious little tug took us in charge.
4. There is the man who looked hungry.
5. Suspicious thoughts plagued our peace of mind.
6. We could smell the fine mist rising from the flat plains.
7. The grass was brown and sere.
8. The children's shouts sounded angry and excited.
9. The book was brown and its pages felt brittle with age.
10. The child's coat looked neat but worn.

COMPARISON OF ADJECTIVES

Most adjectives have three forms known as *degrees of comparison*:

- a. The *positive* degree is the basic form of the word.

Example: pretty, tall, ashamed, willing.

- b. The *comparative* degree used in speaking of two, is usually formed by adding *er* to the positive degree. With adjectives of three or more syllables and often with those of two, the word *more* or *less* is used to form the comparative.

Example: prettier, taller, more ashamed, less willing.

- c. The *superlative* degree, used in speaking of three or more, is formed by adding *est* to the positive; or with longer adjectives by using the word *most* or *least*.

Example: prettiest, tallest, most ashamed, least willing.

- d. Some common adjectives are compared irregularly:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
little	less	least
much	more	most
good	better	best
bad	worse	worst

- e. Some adjectives, because of their meaning, cannot be compared.

Example: entire, whole, perfect, unique.

Exercise 3: Make ten sentences using the following adjectives in the comparative degree: *rough, unusual, sad, neat, beautiful, powerful, high, thick, reckless, charming.*

Exercise 4: List the adjectives in the following sentences and indicate their degree.

1. We were given the smaller of the two rooms.
2. The captain said the storm was the worst he had ever encountered, but he had a tiny twinkle in his eye when he said it.
3. On the least dilapidated of all the tables some watery lemonade was sold.
4. The more apologetic I became the ruder the guard acted.
5. I was frightened by his reckless driving.
6. A most delightful tea awaited me when I arrived home.
7. The most valuable soldier is not necessarily the most reckless one.
8. This trip has been more interesting than I had hoped for.
9. A lovely little stream had turned what had once been a commonplace meadow into the sweetest glade I have ever seen.
10. Which did you find more difficult, learning to drive or learning to park?
11. The crow flew to the topmost branch and screamed the most derisive language I have ever heard.
12. Which possibility do you consider the least likely to happen?
13. My most earnest efforts were in vain.
14. Smaller children are, in my opinion, more difficult to manage than are the older ones.
15. The car glided downhill more and more rapidly until it was moving with the speed of a torpedo.

PARTICIPLES USED AS ADJECTIVES

The present participle (ending in *ing*), the past participle (third principal part of the verb), and the perfect participle can all be used as adjectives, modifying nouns or pronouns.

Examples: I like to hear robins *singing* in the rain. (*singing* modifies *robins*)

His hand, *clenched* in anger, pounded the table. (*clenched* modifies *hand*)

The thieves, *having collected* their loot, were making their exit by a rear door. (*having collected* modifies *thieves*)

The participle, being a verb form, may be modified by adverbs or phrases (as above) and may take an object (*loot* in the third sentence, for instance).

A participle with its object, complement, or modifiers forms a *participial phrase*.

Exercise 5: In the following sentences pick out the participles used as adjectives and indicate the noun or pronoun which each modifies.

1. We rode along snapping pictures of all the cottages.
2. Now they found themselves surrounded by hills on all sides.
3. Going in that direction, you will come upon a gasoline station two miles away.
4. Her jewels, sparkling on her fingers, arms, and neck, are intended to impress all whom she meets.
5. This food, eaten three times a week, will help to strengthen your system.
6. The Red Cross workers now carried off all the men wounded in the battle.
7. Having heard our classmate was ill, we sent her a letter.
8. The men visiting our city were shown all the finest public buildings.
9. A boy noted for his athletic ability does not always excel in his studies.
10. All three dogs ran barking to meet their master.
11. The young people, grouped by the piano, were singing old songs.
12. The fireman waved his arms, signaling that he needed help.
13. The pupils punished for lateness will have to remain after school.
14. You may raise your hand, signifying your intention to help.
15. Compelled to abandon our car, we decided to hike the rest of the distance.
16. Routed by a sudden storm, the picnickers found shelter in a dilapidated shack.
17. Walking rapidly, we caught up with our friends.
18. Mary, not recognizing Jean with her new hair cut, was embarrassed when Jean said, "Hello."
19. Impressed by the review, we went to see the play at Ford's Theatre.
20. The fire blazing on the hearth kept us warm until our furnace was repaired.

Exercise 6: Copy the following sentences in your notebook. Underscore the participles and draw an arrow to the noun or pronoun that each modifies. Put parentheses around

complete participial phrases. It will make your work easier if you find the simple predicate and simple subject of each sentence before you carry out the above directions.

←

Example: The shutter, (swinging in the wind,) made a harsh
s.s. s.p.
 sound.

1. A tramp was discovered sleeping under our tree.
2. We marched along singing popular songs.
3. That man has wasted his time wishing for wealth.
4. The cavalry came galloping across the field.
5. Lying flat upon his back, he managed to drag himself under the lowest beam.
6. The queer old fellow sat by the bushes, eating his sandwich and talking to himself.
7. We spied the airplane flying across the blue sky.
8. Running to the scene, we saw that the collision had not been a serious one.
9. The player, making a dash for the goal, suddenly fell.
10. Tell the boy sitting on the rail that he must get down.
11. There were several horses drinking at the trough.
12. The chrysanthemums growing in our garden have drooped since the frost.
13. Washington crossing the Delaware and Washington praying at Valley Forge have both been portrayed in paintings.
14. Richard the Lion-hearted, lying sick in his tent, was visited by Saladin.
15. Snapping idly at flies, the lion lay in his cage.
16. The child ran crying to its mother's arms.
17. A gun, fired by the director, started the race.
18. The airplane glided across the sky, leaving behind it a long trail of smoke.
19. "I have been climbing these steps for a year," she said panting.
20. Having sat on open bleachers through the whole game, we were wet to the skin.

Sometimes, instead of a participial phrase, we use an elliptical clause containing a participle.

Example: While *hurrying* to get supper, I cut my thumb with the bread knife. (The complete clause would be: *While I was hurrying to get supper.*)

An elliptical clause, like a participial phrase, should clearly modify a noun or pronoun in the sentence.

Exercise 7: In these sentences you will find participles, gerunds, and elliptical clauses. Copy in your notebook each gerund phrase, participial phrase, or elliptical clause. If it is a gerund, state what noun use it has in the sentence; if it is a participle or elliptical clause, indicate the noun or pronoun it modifies.

1. Painting a house is not an easy task for one who is inexperienced.
2. She never objects to walking to the store for her mother.
3. Many people waiting in the rain saw the President leaving his home on Pennsylvania Avenue.
4. The stagecoach, drawn by six horses, was the first exhibit to make its appearance.
5. Reading increases one's knowledge, but is harmful to one's eyes if not done under proper lighting.
6. The children, pushed swiftly along with the crowd, could not now turn back.
7. The dress made by Jane's younger sister was exhibited in the sewing class.
8. Everybody has seen the comedy shown at the neighborhood motion picture theatre.
9. All pupils leaving the school had been detained by their teachers.
10. The boys were sitting on the fence telling their past experiences and future ambitions.
11. The landscape painted by a pupil in the ninth grade won much praise.
12. Losing by fair play is better than winning by foul.
13. When baby, walking beside the stove, lost his balance, he hurt his hand.
14. Speaking in public is an art which takes many years to perfect.
15. While skipping down the path, the child stumbled over a large stone.
16. We noticed two faces peering at us from the third story window.
17. We have made walking to school a pleasure rather than a task.
18. The doctor advised her to do plenty of running and walking in order to strengthen her legs.
19. My great fault is laughing at the wrong time.
20. The picture hanging on the wall over the fireplace seems to attract everyone's attention.

Exercise 8: Read aloud each of the following sentences, inserting in the blanks a word ending in *ing*. Tell whether the word is a gerund or a present participle. How do you decide?

1. The soldier ____ down the street gave a colorful appearance to the parade.
2. ____ a speech before a large crowd is very difficult, especially when the speech is one's first.
3. ____, like many other sports, requires time and money.
4. We saw the boy ____ after the ball that was rolling down the hill.
5. Football is vigorous sport ____ that a person be in good physical condition.
6. He likes ____ from rock to rock and ____ over dangerous places.
7. ____ the parade was a magnificent float owned by one of the largest department stores.
8. You will gain an appetite for dinner by ____ in the woods.
9. They discovered the girl ____ by a fountain.
10. The policeman, ____ the trail of the crook, was badly hurt by the accomplice.
11. ____ in an actor's dressing room is considered unlucky.
12. We watched the car ____ away from the house.
13. ____ cabbages is his business.
14. Mary recognized the man ____ the theatre.
15. The boy, ____ a little tune, has not heard a word that the orator has said.

2. Recognizing Forms and Uses of Adverbs

An *adverb* is a word used to modify a verb, an adjective, or another adverb.

Examples: He walked *angrily* away. (Modifying verb)
 I was *very* sorry to leave. (Modifying adjective)
 That morning we arose *unusually* early. (Modifying another adverb)

Most adverbs answer the question *how?* *where?* *when?* or *to what degree?*

Some words not always recognized as adverbs are the negatives *not*, *never*, *hardly*, *scarcely*, *only*, and the interrogatives *when*, *where*, *why*, and *how*.

Many adverbs end in *ly*, but numerous common adverbs do not: *here*, *there*, *once*, *almost*, *as*, *soon*, *too*, *also*, and *down*, *up*, *out*, and *in*, and similar words also used as prepositions.

Some words are used both as adverbs and adjectives; for example: *well, ill, fast, slow, loud, long, deep, hard, early, late, right, wrong*. Many of these adverbs also have *ly* forms: *slowly, loudly, deeply*, etc.

Exercise 9: In the following sentences pick out the adverbs and indicate the word each one modifies.

1. Lieutenant Gerard disappeared silently into the night.
2. There is the book of rules.
3. I will call you immediately upon my arrival.
4. Soon you will see the sun sink behind the highest peak.
5. She willingly offered to help with the work.
6. Merrily, merrily sing we now!
7. We sat motionless on the raft and seldom spoke.
8. He is a handsome dog and very well trained.
9. When was the calendar last revised?
10. We were disappointed to find the suit too small for the child.
11. The siren blew loud and long.
12. We breathlessly watched the airplane make its descent.
13. I spent that summer lolling lazily on the beach and for occasional diversion I wandered aimlessly about the little fishing village.
14. Now there is a clear space around St. Paul's in London, for the first time in over two hundred years.
15. Where do you suppose the treasures of the Louvre are now?
16. Why did you attempt to travel on such a crowded train?
17. What do you most often dream of doing when the war is over?
18. Our foolish cat poked the dog inquisitively.
19. How fast the time flew in my last visit home!
20. Do you think me foolishly optimistic?

COMPARISON OF ADVERBS

Exercise 10: Adverbs, like adjectives, have degrees of comparison. Some adverbs are compared by adding *er* and *est*, some by the use of the words *more, most, less, and least*, and some are irregular.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
fast	faster	fastest
early	earlier	earliest
easily	more easily	most easily
noisily	less noisily	least noisily

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well	better	best
little	less	least
much	more	most
ill (badly)	worse	worst
far	farther, further	farthest, furthest
late	later	latest, last

Exercise 11: From these sentences fill out the following chart in your notebook:

<i>Adverb</i>	<i>Word it modifies</i>	<i>Degree</i>
1. John seems to like chemistry best of all his subjects.		
2. From the spring of 1940 to November, 1942, the fortunes of the Allies seemed to grow worse and worse.		
3. The debate stretched out interminably and I began to fidget more and more.		
4. Little John reads better every time I hear him.		
5. We arrived too late to make our train connections successfully.		
6. The man was apparently sincere.		
7. Such a decision could hardly satisfy us.		
8. When they were picked up from the raft, the men were pitifully tired and exhausted.		
9. Although our canoe was well laden, it moved swiftly down stream.		
10. Herons skimmed lightly over the surface of the water.		
11. I found those days of waiting exceedingly trying.		
12. The journey was much shorter than I had anticipated.		
13. A bad-tempered policeman urged us impatiently to hurry.		
14. I have enjoyed this picnic more, I think, than any I have ever attended.		
15. Carroll writes less legibly than anyone I know.		
16. I think William will perform his basic training more easily than Tom.		
17. I am afraid my standards are rather high.		
18. From here the hills are very beautiful.		
19. Mr. Churchill spoke so defiantly and so determinedly after the evacuation of Dunkirk that the English snatched courage from despair.		
20. I am not interested in a horse that trots fast but in one that pulls hard because he has to be our standby.		

3. Understanding Phrases

You have learned to recognize verbal phrases, that is, those involving participles, gerunds, or infinitives. Another important kind of phrase is the prepositional phrase.

A preposition is a word used to show the relation between a noun or pronoun, called its object, and some other word in the sentence.

Example: The man *in* the gray suit went *into* the house.

In shows the relation between its object *suit* and the noun *man*. *Into* shows the relation between its object *house* and the verb *went*.

A preposition with its object and modifiers of the object forms a *prepositional phrase*. Prepositional phrases are used as adjectives or adverbs. *In the gray suit* is an adjective phrase; *into the house* is an adverbial phrase.

Exercise 12: Copy every prepositional phrase from the following sentences and tell whether it is used as an adjective or as an adverb.

1. For a short time the brothers gazed at each other in silent joy.
2. Soon everybody was on his feet cheering.
3. A somber dim-out made it difficult for us to distinguish the names on the lamp posts.
4. From the foxholes of Bataan the determined anger of a nation rose.
5. Close your book and listen to me.
6. The sea rolled its glorious majesty at our feet, but we could not forget the men who battled upon it.
7. The president spoke briefly, but his words filled us with a quiet exaltation.
8. He watched great events take place from his quiet window near the Place de l'Opéra.
9. The grass has become brown from lack of rain.
10. We put our luggage upon the luggage cart.

DIFFERENCES BETWEEN PHRASES AND CLAUSES

Two groups of words within a sentence which require careful handling are *phrases* and *clauses*. A phrase is any group of words having no subject or predicate and used as a single

part of speech — a noun, an adjective, or an adverb. A clause is also part of a sentence, but *it always has a subject and predicate*.

Exercise 13: In the following sentences state whether the underlined groups of words are phrases or clauses. If you decide that a certain group of words is a clause, prove it by picking out the simple subject and the simple predicate. If the group of words is a phrase, tell whether it is prepositional or infinitive, participial, or gerund. Decide by the word which introduces the phrase.

1. When Charles came into the room, he was conscious of the new slip covers on the once shabby furniture.
2. Flowers which grow from bulbs can often be raised in the house.
3. It has always been my ambition to visit the Grand Canyon.
4. Our team fought hard to win the game which was the last one of the season.
5. Whenever I go to Maine, I try to find a particular deep-sea fisherman.
6. Last fall we planted tulip bulbs in our garden.
7. After the game was over, the players were treated to a steak dinner at the hotel.
8. Before Columbus discovered land, there was danger of mutiny among his men.
9. Our little boat began to rock when we struck the waves caused by the passing steamer.
10. The apples that grow on that tree can be used only for making cider.
11. You will not be able to see clearly until dawn.
12. The lecturer at our assembly spoke with enthusiasm about the work of the school team.
13. There was a guard on each side of the door as we came in.
14. The ball rolled under the dresser and Rover tried to recover it with much barking and pawing.
15. Until I give the signal, not a child must peep.
16. Do these dates come from Persia?
17. After four o'clock the pupils are not allowed in the building.
18. The squirrels are burying their nuts under our porch for the winter.
19. Because Jane had upset the basket, we had very little lunch at the picnic.
20. After dismounting from his black horse, the rider disappeared.

PHRASES USED AS ADJECTIVES

Exercise 14: Copy the following sentences; underline every adjective phrase and indicate with an arrow the noun or pronoun it modifies. The phrase may be prepositional, participial, or infinitive, but be sure that it is used as an adjective.

1. The men in that battalion have completed their basic training.
2. That house beside the filling station will be very noisy.
3. We put candles in the silver candlesticks because a party without candles would not be a party at all.
4. A trip through the Panama Canal has always been my dream.
5. Leaving the airport reluctantly, we took a train from Pittsburgh to Chicago.
6. *Snowbound*, written by Whittier, has always been a favorite of mine.
7. Our house is that one at the end of the street.
8. I like a front door with a brass knocker.
9. That house near the river has an interesting story associated with it.
10. The boat from Nantucket crashed into the pier.
11. A walk in the woods always rests me.
12. A trip in the Torrid Zone sounds appalling to me.
13. Young people from all over the state gathered for the conference.
14. I want to take a trip among the Laurentian Mountains.
15. Mr. Churchill and Mr. Roosevelt met on the Heights of Abraham overlooking the St. Lawrence River.
16. The boys on the lower deck exchanged places with the boys on the upper deck.
17. The workmen in the factory contributed a day's pay to the Red Cross.
18. Frank planned for his journey into the deep Amazon with the utmost care.
19. That portrait on the wall was painted by my great-grandfather.
20. In June, 1939, we fortunately gave up our plan to take a trip through the Mediterranean.

PHRASES USED AS ADVERBS

One kind of phrase used as an adverb consists of a gerund following a preposition.

After running up the hill, I was breathless.

The gerund *running* is the object of the preposition *after*, and the whole phrase is used as an adverb. It answers the question *when?* and modifies the predicate verb *was*.

Exercise 15: Copy the following sentences; underline every adverbial phrase and indicate with an arrow the verb, adjective, or other adverb which it modifies. The phrases may be prepositional (with an ordinary noun or a gerund as object) or infinitive. Underline only those used as adverbs.

1. In the evening we danced and played games.
2. Place the bouquet of roses on the piano.
3. He looked at the king with scorn but dared not speak.
4. You will find my old steamer trunk under the bed.
5. At last the tired hunter lay down beside the brook.
6. We accepted with pleasure her kind invitation.
7. After school you may play tennis.
8. We were scolded for leaving the house without locking all the windows.
9. With all his might he rowed for the shore.
10. The athlete won most of his honors in racing.
11. You must be home by ten o'clock.
12. Until today I did not know your name.
13. With a long poker he raked among the ashes to find the roasted potatoes.
14. By learning how sentences are built, you can improve your facility of expression.
15. Beside the big church stands a tiny, dilapidated house.
16. She emptied all my treasures into the waste basket.
17. With a wild shout the children raced into the water.
18. We always hope for a deep snow for Christmas.
19. She picked up several books from the pile and began to look through them.
20. He made his way to the other shore by swimming with all his might.

PHRASES USED AS NOUNS

Phrases may be used as nouns; that is, as subject, direct object, predicate complement, or object of a preposition. The phrases so used may be infinitive, gerund, or prepositional.

Exercise 16: List in your notebook the noun phrases in the following sentences using this chart:

<i>Phrase</i>	<i>Kind</i> (infinitive, gerund, or prepositional)	<i>How used</i>
1. My hope was to find enough fish in that very unpromising stream.		
2. We devoted our time to farming that hill of stones.		
3. To win that final game was our one thought.		
4. My uncle desired to see us on the train before he left.		
5. Planting a Victory Garden is one way of fighting the war.		
6. Mischievous boys tried to steal our precious peaches.		
7. Riding a hay wagon looks very romantic.		
8. The coach shouted: "On your mark."		
9. Janet's ambition was to sing in the glee club.		
10. My mother set me the task of polishing the silver.		
11. We planted those trees for the purpose of protecting ourselves from the summer sun.		
12. "Into the water" was the cry that went up.		
13. To point to a person or to stare at a person are both considered rude.		
14. "In London" is one of Wordsworth's sonnets.		
15. I find walking in the rain a thrilling experience.		
16. Brushing our dog is strenuous exercise both for us and for the dog.		
17. We pretend to discipline our cat but he doesn't take us seriously.		
18. Marching to music should be an important feature of every gymnasium period.		
19. I tried to paint the picture of our summer place.		
20. To obey quickly and unquestioningly is the first rule of military discipline.		

4. Understanding Clauses Used as Modifiers and as Nouns

A *clause* is a group of words having a subject and a predicate and forming a part of a sentence. Clauses may be used as adjectives, adverbs, or nouns.

ADJECTIVE CLAUSES

An adjective clause, like an adjective, modifies a noun or pronoun. An adjective clause usually begins with a relative

Exercise 17: Copy these sentences in your notebook. Underscore each adjective clause. Draw two lines under the noun or pronoun which the clause modifies. Mark the simple subject and the simple predicate in the adjective clause.

1. Among my birthday gifts was a new book, which I immediately read.
2. The house that was burned had just been built.
3. "I have a new dress," said Florence, "that will make all the girls jealous."
4. A small stone which I found near the stream proved to be a gold nugget.
5. A man whose conscience is clear need not be afraid.
6. We awaited the arrival of the person who had telephoned us.
7. Across the field we spied a house that looked like a good stopping-place.
8. The chrysanthemums we planted last fall will bloom in October.
9. Do not run your car at a speed that is dangerous.
10. George Washington, who was an English citizen, risked his life and fortune in the Revolutionary War.
11. A student who does not study cannot expect success.
12. We saw the famous picture that had hung in the gallery for three hundred years.
13. Gunpowder, which was invented at the end of the Middle Ages, caused the downfall of chivalry.
14. Nobody likes a radio program that is all static.
15. We aim for a reputation that will make us proud.
16. Italy, which is now a unified nation, was once a group of small states.
17. It was her slippery shoes that kept her from climbing the mountain.
18. The knights rode away to a tournament which was to be held at Ashby.
19. At last we discovered the dog that had been whipped cowering in the bushes.
20. Some French people who were famous for making fine linens settled in Canterbury.

Exercise 18: In your notebook number lines one to ten. After each number write a clause which fits the sentence of the corresponding number. After the clause indicate the word that the clause modifies. Insert punctuation where it is needed. The first sentence is handled correctly as a sample: *who was visiting me* modifies *friend*.

1. The friend ____ left early.
2. The company provided a ticket for each pupil ____.
3. We knew the number ____.
4. Napoleon was a general ____.
5. *The Lost Prince* ____ has been read by the entire class.
6. The newest player on the team ____ has made a record for himself.
7. The airplane ____ rose gradually from the ground.
8. Brittany ____ is fascinating to a traveler.
9. Alice envied Jane her hair ____.
10. A newspaper ____ is not what we need.

Exercise 19: Often a participial phrase may be substituted for an adjective clause. Copy these sentences in your notebook, skipping a line after each one. Write above the adjective clause an appropriate participial phrase.

rumbling down the road

Example: An ox cart, which was rumbling down the road, made a quaint picture.

1. The golf ball that was hidden in the bushes was not found for weeks.
2. The campers who were building a fire found two old tin plates that were buried under the damp leaves.
3. He described to the police the man whom he had seen lurking around the place.
4. The men who were working on the road were nearly knocked down by a reckless driver.
5. My uncle, who was accompanying us, found the trail without difficulty.
6. At the hotel there are many people who are staying for the summer.
7. A package that was left at my door by mistake contained a new suit of clothes.

8. We came upon a poor, thin kitten, which had evidently been dropped from a passing car.
9. On the porch sat Major Clendenning, who was keeping cool with a large palm-leaf fan.
10. The reckless driver nearly knocked down a child who was crossing the road.

Exercise 20: Copy the following sentences containing participial phrases and adjective clauses. Underscore each adjective clause and participial phrase, identify it as phrase or clause, and point out the word it modifies.

1. Disappointed by the news, the old man walked slowly away.
2. The statue that stands at our school entrance attracts the attention of many visitors.
3. After many attempts to move the car, we had to leave it lying in the ditch.
4. Screaming and mewling, the gulls circled around the ship.
5. The house that has been built overlooking the lake will be occupied by the minister and his family.
6. A ship flying the American flag now plied its way up the river.
7. I suddenly looked up and saw coming toward me a boy wildly waving his arms.
8. Flowers which grow from bulbs can often be raised indoors.
9. Frightened by the roaring sound, the cat had crept under the bed.
10. Shoes which are made of leather will last longer than others.
11. The little town of Interlaken, lying at the foot of the highest of the Alps, is picturesque and healthful.
12. A small child will soon learn not to touch a bee that is sucking nectar from the flowers.
13. The Athenian army, defeated by the Spartans, returned home.
14. The scouting party could not find the child lost in the woods.
15. Beating their tom-toms, the natives approached.
16. Having finished the last page, I suddenly realized I was very tired.
17. Meeting two friends downtown, I shopped for a dress.
18. Whatever you do, please don't tell the secret we have long kept.
19. Encouraged by a good mark, he worked harder.
20. Housekeeping, complicated by rationing and priorities, is not so easy as it once was.

ADVERBIAL CLAUSES

An adverbial clause modifies a verb, an adjective, or another adverb. Adverbial clauses begin with conjunctions, such as *when, where, while, because, since, although, than, as, until, till, if, whether*.

Exercise 21: Copy the following sentences. Underline the adverbial clause with one line and the word it modifies with two lines. Tell whether the word that is modified is a verb, an adjective, or another adverb. Above the adverbial clause indicate whether it answers the question *when?* *where?* *how?* *how much?* or *why?*

when

Example: The runners will start when the signal is given.
verb adverbial clause

1. When she finally grew accustomed to the dark, she noticed a small chest in the corner of the room.
2. We grow to love our school because we spend much of our lives there.
3. He spent many years preparing himself so that he might become a great doctor.
4. Don't leave the house until you have locked the doors.
5. The umbrella was still standing where I had left it.
6. She set the vase of flowers where she could see it.
7. As we entered the room, we became aware of a strange atmosphere.
8. All fishing smacks put in to shore because the fishermen saw the storm warnings.
9. When the pilot saw the fog banks, he climbed to higher altitudes.
10. You may go wherever you please.
11. Parents should visit the school as often as they can.
12. We picked up the balls as fast as they were thrown.
13. After he had left, we looked at each other in amazement.
14. The bird has not sung since its master went away.
15. You must not shake the stove while the cake is baking.
16. Because you are late, you must go to the office.
17. The travelers were off before the sun was up.
18. We stayed out until the air became damp.
19. As soon as the bread is baked, call me.
20. John could not continue while the visitor stared.

Exercise 22: In your notebook, supply clauses to fill the blanks. Underscore with two lines the word that your clause modifies. If this word is a noun or pronoun, your clause is used as an adjective; if the word is a verb, adjective, or an adverb, your clause is used as an adverb.

1. The boy ____ was the best student in the class.
2. ____ we heard laughter and applause.
3. The ball dropped through the basket ____.
4. ____ the boys and girls came to my house to supper.
5. I enjoy a book ____.
6. You have acted ____.
7. A speck of a ship ____ suddenly appeared on the horizon.
8. Our school building ____ can accommodate over a thousand pupils.
9. Please pay your fee ____.
10. ____ he jumped into the boat, seized the oars, and disappeared around the cove.
11. To make the house look better you should use the kind of paint ____.
12. A great gust of wind caught up the leaves ____.
13. The prince ____ could not be found.
14. ____ the trumpet blew and the drawbridge was opened.
15. Keep your eye on the ball ____.
16. I spied a tiny rosebud ____.
17. Kenneth rides a horse as well ____.
18. ____ the gong sounded and we went into the hall ____.
19. The new post office ____ will be an asset to our town.
20. The decision ____ will be satisfactory to me.

Adverbial clauses introduced by *than* and *as* are often elliptical, that is, incomplete.

Examples: Ronald is a better student *than she* (is a student).
I enjoy him more *than* (I enjoy) *her*.
Often he is just as amusing *as she* (is amusing).

It is important to understand such clauses in order to use the correct case of the pronoun.

Exercise 23: Copy every adverbial clause in the following sentences. If the clause is elliptical, add in parenthesis the words needed to complete it.

1. They were no more ready for war than we.
2. The children were not allowed on the lawn after the grass seed was sown.
3. A cat does not always land on its feet as most people think.
4. I like Robert Frost's poetry better than Carl Sandburg's.
5. You ride a horse as if you had had much experience.
6. I am always happy when I hear the Christmas bells ringing out across the snow.
7. We worked just as hard as they.
8. When the day is dreary and rains keep me indoors, I like a good book and a comfortable fire.
9. The Italians build of marble because there are many quarries in Italy and because marble is an excellent insulation against heat.
10. With every slight breeze, the rotting boards creaked and groaned like a person in agony, while tiny bits of light that penetrated the gloom made the place seem more dismal by contrast.

NOUN CLAUSES

A clause which is used as a noun may be subject, direct object, predicate nominative, appositive, or object of a preposition. Noun clauses are introduced by conjunctions, such as *that, what, whatever, why, how*. The conjunction *that* is often omitted.

Exercise 24: The following sentences all contain noun clauses. Copy the sentences, underscoring with one line the simple subject of each noun clause and with two lines its simple predicate. Above each noun clause write whether it is used as subject, object, predicate nominative, appositive, or object of a preposition.

object

Example: We saw that we could not overtake them.

1. The crew knew that the ship was sinking.
2. Tom Sawyer hoped his friend would whitewash the fence.
3. The fact is that we have won the gardeners' contest.
4. The speaker promised that he would cure all the ills of government.
5. How she had made the cake puzzled her mother.
6. Do you know why some snakes warn before they strike?
7. The audience was not able to hear what the speaker said.
8. Why Marian never goes to the games is a mystery to me.

9. He would not admit that he had failed his second test.
10. Whatever he says will be the correct thing to do.
11. What the criminal had planned was discovered by the detective.
12. The thought that we shall live after death is consoling.
13. She wiped from the table whatever crumbs she saw.
14. The sailor told how he and five other men had kept themselves alive on the raft.
15. Please do not insist upon an answer because I do not know when they will arrive.
16. He has never admitted that he dented the fender of the car.
17. I have no information as to when he will leave for camp.
18. The little Chinese girl told how she had escaped from Shanghai.
19. I have told you the reason why I was late.
20. I could not understand how our cows had escaped through the fence.

Exercise 25: Rewriting each sentence in your notebook, substitute a clause for the noun and its modifiers in italics. The clause does not need to have *exactly* the same meaning as the noun and its modifiers.

Example: John likes *food*.

John likes *whatever he has to eat*.

1. The *story* greatly puzzled me.
2. Rebecca did not know *the truth*.
3. We soon found *the man*.
4. *His actions* displeased his mother.
5. Everybody enjoyed *her song*.
6. At last we understood *his remark*.
7. I don't believe *the rumor*.
8. *His cause for lateness* does not worry me.
9. Janet liked *the scene*.
10. The man announced *his hour of arrival*.
11. The next day we heard *the tale*.
12. *The governor's residence* is a beautiful place.
13. *My opinion* is important to me.
14. None of us has ever heard *your adventures*.
15. Jim did not know *the name*.
16. You must obey *the coach's instructions* at all times.
17. *The statement* is true.
18. Wilbur lifted his arm and threw *the ball*.
19. The detective could not discover *the mystery*.
20. Miss Black told everybody *her experience*.

5. Different Kinds of Clauses

MAIN AND SUBORDINATE CLAUSES

Clauses are further classified as *main* or *subordinate*, according to the part played in the sentence. The main clause can stand alone; the subordinate clause depends upon some other part of the main clause. A sentence that contains a main clause and at least one or more subordinate clauses is called a complex sentence.

Exercise 26: Copy the following complex sentences. Underscore each main clause once, each subordinate clause twice, and tell whether it is noun, adjective, or adverbial.

Example: The building of the Panama Canal, which was one of the greatest engineering feats in history, has meant much to the United States. (Adjective)

1. After the music stops, the entire school remains standing.
2. Whatever my father says is right.
3. Our difficulty was that money was scarce.
4. A summer by the water benefited me because I spent much time in the sun.
5. The field which you see on your right belongs to Farmer Davidson.
6. Columbus wished to prove that the earth is round.
7. When at last we saw land, everybody rejoiced.
8. I want to attend the Hallowe'en party because I have an attractive costume.
9. Paul Revere informed the farmers that the enemy was coming.
10. Why the Tower of Pisa leans interests all travelers.
11. The uniforms that we wear in gymnasium class allow for freedom of motion.
12. Those passengers who could not climb the rope ladder had to be lifted in a large basket.
13. Just as the gates were closing, a messenger came up.
14. The thing that will cure seasickness is dry land.
15. We shall never know what passed between the two spies that night.
16. One English translation of the Bible was made when James I was King of England.
17. While Washington was mustering his troops at Yorktown, the French were sailing up the bay.

18. You should learn better how a dog should be treated.
19. All the visitors were interested in what the guide said.
20. Francis was allowed to ring the bell when he went into the cathedral.

Exercise 27: Follow the directions in Exercise 26.

1. I feel that we have unnecessarily beggared ourselves.
2. We spent two weeks in Paris because we wished to visit the exhibition.
3. The passengers asked why the engines had stopped.
4. I prefer a person who is steadfast and true.
5. Her invitation requested that we arrive promptly.
6. The fishermen caught the shark that had frightened the bathers.
7. We know that winter has come when the temperature drops to zero.
8. We searched for the mushrooms that were said to grow beside the water.
9. Hamilton came to New York when he was a young man.
10. Why the lights went out was never discovered.
11. A rabbit that had been captured by the hunters was still alive.
12. The man was still standing where we had left him.
13. In England there are roads that were built by the Romans.
14. The slaves that were captured by the invaders were not kindly treated.
15. We found that we could not pass by the lower road.

CO-ORDINATE INDEPENDENT CLAUSES

Two or more independent clauses closely related in meaning are often joined to form a sentence. Such sentences are called *compound sentences*. The clauses are usually connected by such co-ordinating conjunctions as *and*, *but*, *or*, *either . . . or*, *neither . . . nor*, or by a conjunctive adverb, such as *also*, *besides*, *therefore*, *hence*, *finally*, *moreover*. Sometimes the connective is omitted.

Examples: *Either* we must leave here by three o'clock *or* we shall be late for dinner.

Your mark in the examination was low; *moreover*, your daily work has fallen below standard.

Exercise 28: Copy the following compound sentences. Underscore once the simple subject and twice the simple predicate of each independent clause.

1. He will give you his advice, but you yourself must make the ultimate decision.
2. Yesterday we examined the plot; today let us study the characters.
3. He has not only won good grades but he has also improved in his powers of expression.
4. Those two blazing logs magically dispelled all gloom; the cares and sorrows of the world seemed far away, carried up the chimney with the smoke.
5. Pleasing strains of music came from the little cabin, but Ernest went moodily by, his eyes downcast and his heart heavy.
6. The boy was not at all conceited, but his composition had won the prize, and he had been highly praised.
7. Our little shore house has given us much pleasure, but we have to sell it in the spring.
8. The father of this young man was a merchant, and he had risen from the lowly position of office boy.
9. Owls and bats had made their abode in the lower rooms and their squeaks and cries stood one's hair on end.
10. Our class has never won the intra-mural games, but we have twice come out with second place.

6. Classifying Sentences According to Clauses

Sentences may be classified by the number and kinds of clauses they contain. (1) A *simple* sentence has one subject and one predicate either or both of which may be compound. It is really one independent clause. (2) A *compound* sentence has two or more independent clauses. (3) A *complex* sentence has one independent (main) clause and one or more dependent (subordinate) clauses. (4) A *compound-complex* sentence has two or more independent (main) clauses and one or more dependent (subordinate) clauses.

Exercise 29: Copy the following sentences. Underscore with one line the simple subject and with two lines the simple predicate in each clause. Identify each clause as independent or dependent. Indicate whether the sentence is simple, compound, complex, or compound-complex.

1. We were pleased with the news that the team had won.
2. The little house where we had lived for many years was now in ruins.

3. The jewelry that was stolen was worth a thousand dollars.
4. When we turned a corner in the road, we saw that a crowd had already gathered.
5. Shakespeare is said to have left school when he was fourteen; however, his writings far surpass all others of his time.
6. Whenever you think of a clever idea, write it in your notebook.
7. He won the admiration of the crowd by his unusual feats of tight-rope walking, performed between two buildings.
8. There are trees grown for the purpose of keeping storm waters from flooding cities and towns.
9. Farming is our most important occupation, for without it we could not live.
10. Never leave the door open unless the day is very hot.
11. Our camp was situated on a tiny strip of land jutting out into the water where the river flows into the bay.
12. He awoke to the fact that his marks were unsatisfactory.
13. Surrounded by hostile Indians and cut off from his only method of escape, the scout began to show fear.
14. The sun sank behind the trees and the river grew darker and darker.
15. The medal for the best essay has been won by Martin, an ambitious student at the university; but the honor for good citizenship will be awarded to a little high school boy by the name of Smith.
16. Lights finally began to twinkle all along the shore.
17. We believe that everyone should have an equal chance to get an education.
18. She threw her books defiantly upon the table and walked out of the room.
19. Everybody laughed and I felt embarrassed.
20. Franklin placed his lunch basket on a rock while he sat down to enjoy the view.
21. A very generous gift from the president of the bank helped to send the boy through college.
22. Even if the sun shines now, it will be too cold to go in swimming.
23. If you were really my friend, you would help me.
24. With all his might he played for the prize.
25. After you have cooked your food, put out the fire carefully.
26. They erected a monument to the man who saved the town.
27. In a quaint little house on a queer little street lives Jack, the butcher boy.
28. The coach was greatly pleased because the team had done very well.

29. I have seen many strange sights, but this is the strangest of them all.
30. He read the book from cover to cover, for he found his knowledge was increasing with each chapter.

Exercise 30: Expand these simple sentences into complex sentences by adding dependent clauses. Indicate whether the clause is used as noun, adjective, or adverb.

1. We have a large house by the river.
2. All the pupils must leave by the front door.
3. Frances cried bitterly.
4. The boy is only fourteen.
5. A large black dog stood guarding the gateway.
6. I must answer the telephone.
7. The next night we heard the horrible sound.
8. Fear was the worst enemy of the team.
9. Mother always hears.
10. Letitia sat there wondering.
11. Julius Caesar was a very great general.
12. We often go to the movies on Saturday night.
13. The radio was no longer working.
14. Shakespeare wrote both comedies and tragedies.
15. The United States entered the war.
16. A heated argument finally broke up the party.
17. After following the road map for several miles, we at last drove through the gateway.
18. Washington was one of the greatest men of the eighteenth century.
19. The city of Washington was not the capital when George Washington was president.
20. We shall have prosperity.

Exercise 31: By the use of proper connectives change these simple sentences into effective compound sentences. Wherever you think it will be more effective, make the sentence compound-complex.

1. Two little tots were playing in the sand box. They did not hear their mother approaching.
2. England is supposed to have produced little great music. There was some very inspired music in England in the sixteenth century.

- ## IMPROVING SENTENCE SENSE



1. Recognizing Forms and Uses of Adjectives

1. Bring me a written report of the day's meeting.

2. We encountered the worst storm of the season.
 a b c d

3. A letter has arrived from our English cousins telling of their exciting experiences in a plane.

4. Your trunk is too large a one for this tiny room.

$\begin{matrix} a & & b & & c & & d \end{matrix}$

5. Quickly he seized the oars and rowed us to the sheltered cove.
 a b c d

2. Recognizing Forms and Uses of Adverbs

Directions: On your answer sheet, copy the number of the sentence and beside it write the letters of the words which you identify as *adverbs*.

1. A brilliantly lighted sky told us that the fireworks display had begun.
 a b c d
2. Your description of the scene interested me most
 a b c d
3. Elaine was very much disappointed when the card failed to come.
 a b c d
4. Don't be too proud to admit your mistake.
 a b c d
5. It seems to be a closely contested game.
 a b c d

3. Understanding Phrases

Directions: On your answer sheet, copy the number of each sentence and beside it write each letter which identifies a *phrase*. (A group of words used as a single part of speech and introduced by a preposition, or containing a participle, gerund, or infinitive, is counted as a phrase.)

1. Taking part in athletics has helped Frank to improve his health.
 a b c
2. Our dog Patsy tried to hide herself by getting under the sofa.
 a b c
3. We saw the girls walking along the beach and waving their hands.
 a b c
4. At six o'clock you will hear the gong announcing supper.
 a b c
5. To succeed in learning the violin requires constant practice with the instrument.
 a b c

4. Understanding Clauses Used as Modifiers and Nouns

Directions: Read these sentences carefully. Examine the italicized clauses. On your answer sheet copy the number of each sentence and beside it write *N* if the italicized clause is used as a *noun*. Write *Adj* if it is used as an *adjective*. Write *Adv* if it is used as an *adverb*.

1. Have you ever wondered *how long the earth's coal supply will last?*
2. A camp fire *which is not properly extinguished* may cause a forest fire.
3. No one is allowed in the hall *after the bell rings*.
4. *What he would give his mother for her birthday* was kept a secret.
5. *Since the public high school was established in this country*, millions of children have been given a free secondary education.
6. The pilot made such a good landing *that the instructor was surprised and the crowd was delighted*.
7. Mark Twain wrote a number of books *which have brought delight to readers, old and young*.
8. The tiny swords clash and the miniature knights ride to battle *whenever the clock strikes twelve*.
9. Can you tell me *where I will find the dean?*
10. The Palmer, *who had been resting by the roadside*, now came forward.

5. Different Kinds of Clauses

A. Directions: On your answer sheet, under A, copy the number of each sentence and beside it write the letter which identifies the *main* clause.

1. While we lit the fire and prepared the meal, the boys put up the tents.
a b
b
2. A snowy day will please many children who want to use their sleds.
a b
b
3. Do not take the bastings out of that seam until you have stitched it.
a b
4. My canoe, which my father gave me last Christmas, is my most treasured possession.
a b c
c

5. If you do not know the vocabulary, there is no use in taking the
a b
French test.
b

B. Directions: On your answer sheet, under B, copy the number of each sentence and beside it write the letter which identifies the *subordinate* clause.

1. Take notes and let us know what the lecturer tells.
a b
2. Whatever you do, be sure to turn off the gas in plenty of time.
a b
3. The ones who were in favor of the plan raised their hands.
a b c
4. Although it was now getting dark in the woods, the sun was still
a b
shining in a few cleared spots.
b
5. How she finally reached home is a mystery to everyone.
a b

6. Classifying Sentences According to Clauses

Directions: The following five sentences represent the four kinds — (1) a simple, (2) a compound, (3) a complex, (4) a compound-complex. On your answer sheet, copy the number of each sentence and indicate each kind of clause, if any, it contains.

1. We had to labor up, sometimes in second and sometimes in first gear, until the engine boiled and then we had to come down the same way.
2. The water situation became a serious problem and we met it with increasing difficulty.
3. Do you know the mountains around Manchester, Vermont?
4. They are so close and friendly and green it is no wonder they are called the Green Mountains.
5. Here I slept peacefully, until the little girl came over and said, "Come, doggie, it's time to eat."

Mastering Punctuation and Capitalization

Punctuation and capitalization will assist you in making clear to your reader exactly what you mean. Since there has always been a need for making ideas clear, the custom of using certain punctuation marks and capitals for definite purposes has developed. If you and your reader know these signals, you will find it easier to make yourself understood.

Your speech as well as your writing is punctuated, for you use pauses (some brief, others longer) and inflections in speaking where you use punctuation marks in writing. Punctuation marks, therefore, show how your ideas are related and, to some extent, how you feel about your ideas.

By taking the pretest which follows, you can discover exactly upon which punctuation marks and capitals you need to practice.

TEST III. PUNCTUATION AND CAPITALIZATION
(FORM A)

1. Using End Punctuation Correctly

Directions: On your answer sheet copy the number of each sentence, and beside it write *P* if a period is needed, *Q* if a question mark is needed, *E* if an exclamation mark is needed.

1. I hope you can come on the twenty-first, for we are having a water-sports carnival
2. Do you think Geraldine can come with you
3. Run for your life
4. Will you please take good care of my dog while I am away
5. What a pity it is that you cannot go
6. Have you ever played volleyball
7. What a chance we have to win
8. I am sure that is where I left my book
9. The girls packed the lunch while Mary was dressing
10. Our neighbor's radio sounds louder than usual whenever I am studying for a test

2. Using Commas Correctly

A. Directions: Read each sentence carefully to decide where commas are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule. Commas are used as follows:

- I** After an introductory adverbial clause and after an introductory phrase which is long or which contains a participle or an infinitive.
- M** To separate elements which might be misread.
- S** To separate items in a series.
- N** To set off non-restrictive clauses, appositives, words of direct address, and parenthetical expressions.

1. When you call George will come.
2. On our schedule we have history science English French art and music.
3. I am sure moreover that he is honest.
4. Far below the valley was hidden in the mist.
5. Canning drying smoking pickling and freezing are methods of preserving foods.
6. Because he was just learning the game seemed very difficult to him.
7. The battles between man and insect as I have said before prove of interest to scientists.
8. Not long after the bell rang and we hurried to school.
9. The following day we visited the harbor where many small fishing boats nestled like so many birds.
10. We must find out when he left the building who was with him and where he went.
11. Halfway up the stairs were crowded with laughing girls and boys.
12. While I was eating a stranger sat opposite me in the crowded restaurant.
13. Samuel Clemens who is better known as Mark Twain has sprung alive again in a new moving picture *The Adventures of Mark Twain*.
14. If you answer the question will be settled at once.
15. Hannah the new president made the speech of introduction.

B. Directions: Read each sentence carefully to decide where commas are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule. Commas are used:

- D** To separate the day from the year; also after the year, if other words follow it in the sentence.
- C** To separate names of city and state when written in one line; to separate street name, city, and state in an address in a sentence.
- Ex** To set off explanatory words from the direct words of a speaker.
- O** To set off *yes*, *no*, and mild exclamations.
- L** After the salutation in a friendly letter and after the complimentary close in any letter.

1. Her address is 2000 Harford Road Baltimore Maryland.
2. Henry said "Let's divide the coins evenly."
3. Dear Mary
Your letter was the most cheerful . . .
4. Oh how can you do that!
5. "Whatever you do" said my mother "tell exactly what you found."
6. Sincerely yours
7. July 4 1776 is an important date to every American.
8. He sent the letter to 1625 Chestnut Avenue St. Louis Missouri.
9. Yes I'll try your recipe and let you know how the cake turns out.
10. "I want to travel" he began "and see things I've read about in stories."
11. The game I liked best was played on June 21 1944.
12. Yes I will give your message to your mother.
13. No I cannot do that as well as you can.
14. We went to Paris Kentucky and Baltimore Ireland.
15. Has your friend moved to 516 Bond Street Chicago Illinois?

3. Using Semicolons Correctly

Directions: Read each sentence carefully to decide where semicolons are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of

the sentence, the key letter given to identify the rule. Semi-colons are used:

- I** Between independent clauses when no conjunction is used.
 - A** Before a conjunctive adverb used to connect independent clauses.
 - C** Between co-ordinate clauses, independent or dependent, if one or more of the clauses are broken by commas — that is, internally punctuated.
1. Harry is interested in business John prefers medicine as a profession.
 2. The team had practiced every day therefore they easily outplayed the other school.
 3. Mary studies history Alice studies business management.
 4. The Japanese beetle is not troublesome in its native country nevertheless in America it is the most destructive enemy of all fruit trees.
 5. The side of the shaft opens a long tunnel fades into blackness.
 6. She had planned exactly what she would say consequently she held the attention of the audience and made her point.
 7. I do not know your commercial teachers however I'll ask one of them.
 8. In the evening after Silas had finished his weaving, he opened the door and looked at the falling snow and the baby, following the gleam of light, toddled into the bright, warm room and up to the glowing fire.
 9. Bill knows every part of the game therefore he should be made captain.
 10. A man who had been soaked in water, and stung by nettles, and torn by briars who limped, and shivered, and glared, and growled, and whose teeth chattered in his head seized me by the chin.

4. Using Apostrophes Correctly

Directions: Read each sentence carefully to decide where apostrophes are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of each sentence, the key letter given to identify the rule which applies to that sentence. Apostrophes are used as follows:

- P** To show the possessive case.
- O** To show omission of letter or letters.
- L** To indicate the plural of letters and figures.

1. Alices mother always goes with us.
2. Youre not very helpful.
3. He got all Es on his report card.
4. If youre looking for your book you will find it on my desk.
5. My library card number has four 7s in it.
6. Lets tell her that well meet her at eight oclock.
7. Do you spell this word with two rs?
8. Bobs skill in football makes him very popular.
9. Mr. Jones office boy is very courteous.
10. I saw a store window filled with artists supplies.

5. Using Quotation Marks Correctly

Directions: Read each sentence carefully to decide where quotation marks are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of each sentence, the key letter given to identify the rule which applies to that sentence. Quotation marks are used:

- D** To enclose the direct words of a speaker.
- T** To enclose the title of a magazine article, poem, chapter of a book, a song, a short story.
- S** In single form to enclose a quotation within a quotation.

1. Oh, see what I've found he cried in great excitement. It looks like some of Captain Kidd's treasure.
2. Harry laughed nervously and began, Ladies and Gentlemen.
3. The title of the magazine article is The Laundry Problem.
4. We heard him say, "Why do you quote things like It was an Ancient Mariner?"
5. Girls, said Miss Armstrong, we must sing that again.

6. Using Colons, Dashes, and Parentheses Correctly

Directions: Read each sentence carefully to decide which mark is needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

- C** A colon is used before a formal enumeration, statement, or quotation.
- D** A dash is used to show an abrupt break or change in the thought or to set off strongly parenthetical expressions.
- P** Parentheses are used to set off explanatory matter which does not belong to the structure of the sentence proper.

1. That dog though it is hard for you to believe it now was once a prize winner.
2. The following foods were rationed sugar, coffee, meats, fats, butter, canned fruits and vegetables.
3. Then our mother we all called her Kitty showed us how to meet trouble with a smile.
4. The subject for debate was Resolved, that present government policies are undemocratic.
5. If you went by the post office by the way did you mail my letter last evening?

7. Using Capitals Correctly

A. Directions: Read each sentence carefully to decide where capital letters are needed. Show that you know what words to capitalize by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

- N** A proper noun is capitalized; a common noun is not capitalized.
- Q** The first word of a direct quotation is capitalized.
- S** The first word of a sentence is capitalized.
- L** The first word of the salutation and of the complimentary close in a letter is capitalized.
- T** A title which immediately precedes a proper name is capitalized.

1. One of our allies is england.
2. dear mary,
Your recent letter . . .
3. I asked mr. jones to help us get our car started.
4. do you remember the words of the song which begins, "vou'll never know . . .?"

5. At almost the same moment I heard a dozen airplanes. they came swooping down across the field.
6. We read about the french revolution.
7. The boys gave captain smith three cheers after the game.
8. come, if you can, on tuesday, june 22, at eight o'clock.
9. Henrietta asked, "which day are you coming?"
10. cordially yours,

B. Directions: Read each sentence carefully to decide where capital letters are needed. Show that you know which words to capitalize by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

S Names of sections of the country are capitalized.

A Adjectives derived from proper nouns are capitalized.

P The first word in a line of poetry is capitalized.

M *Mother*, *father*, and other words of relationship, when used in place of proper names, are capitalized.

I The pronoun *I* is always capitalized.

D Names referring to the Deity are capitalized.

1. My recent trip to the middle west was a delightful experience.
2. The russian and the english people have both produced interesting literatures.
3. "he is liege of wind and the thunder, and desperate resolute things."
4. Whether he or i is to be chosen, i do not know.
5. Please let me go, mother, and I shall hurry home.
6. *My Friend, Flicka* was a technicolor motion picture, with exquisite views of the west.
7. I cherish the american ideals expressed in the speeches of our great statesmen.
8. Whatever you do, father, will please me very much.
9. "Our father which art in heaven, hallowed be thy name."
10. "O lord, our lord, how excellent is thy name!"



1. Using End Punctuation Correctly

1. Use a period at the end of a declarative or an imperative sentence.

2. Use a question mark at the end of a direct question but not after an indirect question.

3. Use an exclamation point at the end of an exclamatory sentence. In form such a sentence may be exclamatory, declarative, or interrogative.

Exercise 1: In your notebook copy the word after which a period, a question mark, or an exclamation point is needed and write the mark.

1. Listen Did you hear that weird noise
2. What will people not do for money, for fame, for social position
3. How I puzzled over that question
4. Drop that gun
5. The students in our class are planning an all-day picnic on Saturday
6. The question, "What shall we do next" was in everybody's mind
7. Whom did you ask to come today
8. The doctor has arrived, and the nurse has sent for the members of the team
9. Did she ask whether I belong to the Glee Club
10. What indications are there of gold, of silver, or of minerals of any kind
11. Father, when are you going to buy a new car
12. I asked father when he was going to buy a new car
13. "What shall we do now" asked Tom as he finished his first experiment
14. She asked "When did you come"
15. She asked when I had arrived
16. Do you like your neighbors
17. Whatever else you do, will you please try to keep the floor clean
18. How much more money is needed to reach the quota set for this club
19. One question confronts us — namely, how we can attain our goal without excessive expense
20. The thought now occurs to me, How shall I handle this sentence

2. Using Commas Correctly

4. Use commas to set off words or groups of words in apposition, words of direct address, and such parenthetical expressions as *however, I believe, as I have said, by the way, for example.*

Exercise 2: Read each sentence carefully to discover what necessary commas have been omitted. In your notebook, beside the number of each sentence, copy any word or words after which commas are needed and show the mark.

1. Carroll one of Reed's assistants was the first human being to allow himself to be bitten by the yellow fever mosquito.
2. The fascinating story of Horace Greeley one of America's greatest journalists begins in a small New England town.
3. When lovely Patricia Bellow married James Andrews a promising young lawyer both were very young.
4. At another court lived Oliver the oldest son of the old duke.
5. My cousin Dennis Martin is the most eccentric person I have ever seen.
6. The marquis and his nephew Charles Darnay had different opinions about government.
7. Sir Galahad the hero of Tennyson's poem describes his vision of the Holy Grail.
8. She like many others was chasing the ball into the street in spite of the danger.
9. American industries as well as the sale of food and clothing have been affected.
10. Everybody knows of course why the moon appears to change shape as it travels round the earth.
11. The government has finally after much useless slaughter placed the culprits in jail.
12. The hall small as it is proved too large for the gathering.
13. I am surprised moreover that you should expect kindness.
14. Yours is a legitimate though somewhat unusual excuse.
15. He is not I believe the Mr. Smith for whom you are looking.
16. You must not believe however that I am teasing you Jane.
17. There is indeed no other way.
18. It is not to be supposed of course that he really meant it.
19. But then after all it's not likely that we shall go.
20. Does he suppose he is Alexander the Great? (Such an appositive has become part of the name.)

Note that sometimes punctuation can change the meaning.

The prisoner said the witness was a convicted thief.

The prisoner, said the witness, was a convicted thief.

To which person does *thief* refer in each sentence?

Exercise 3: Follow the directions for Exercise 2.

1. The cellar moreover was very dark.
2. We soon found however that the ground was too hard to break with a small knife.
3. We arrived early; we had time therefore to look around.
4. There were we may imagine many reasons for hiding the treasure.
5. It is evident therefore that a high school education is necessary for success.
6. They made nevertheless a good appearance.
7. The battles between man and insect as I have said before prove of interest to scientists.
8. The gypsy moth invasion like that of the boll weevil did not yield quickly to treatment.
9. As we have seen it is not the best economy to take out the steam engine and put an electric motor in its place.
10. Tell me Henry how you found the money.
11. Well George I know a true story about hidden treasure that is better than any fiction.
12. You know Jim you were always reading pirate stories.
13. Mr. Owens may I have an interview today?
14. Come on Alice if you are going with me.
15. Hannah the new president knows the parliamentary rules.
16. Silas Marner a weaver of Raveloe was shunned by all the village people.
17. Henry Barton the captain of the track team is one of the most popular boys in school.
18. The girls joking and laughing gaily hurried down the street.
19. The hostess thought her guest had been very thoughtless. (Show two possible meanings.)
20. The treasure buried nobody knows how long was unearthed by an old man.

Exercise 4: Follow the same directions as in Exercise 2.

1. The largest ship of that line the *Europa* crossed the ocean in five days.
2. The sentinel on duty Sergeant Rollins was the first to report the case.
3. Salt or sodium chloride is an essential commodity. (An appositive following *or* requires commas.)
4. Mr. Robert Southern father's old friend is expected tomorrow.

5. If you sing that old carol "Silent Night" everybody will be pleased.
6. His address had to do with magic the oldest art in the world.
7. Honesty that quality for which there is no substitute is more common than is often supposed.
8. Byrd the famous explorer is now working in the South.
9. Whenever the opportunity presented itself the little delegate a fellow much given to speech-making would rise to claim the floor.
10. *Treasure Island* a novel by Stevenson is a favorite of mine.
11. I like Stevenson's novel *Treasure Island*. (When the appositive is distinguished by italics or quotation marks, a comma is unnecessary.)
12. Sinclair Lewis the first American to win the Nobel Prize for Literature was born in Sauk Center Minnesota in 1886.
13. The auditorium as large as it is proved too small for the crowds.
14. Old Jasper you may be sure knows where the key is kept.
15. Will you consider for instance this phase of the question.
16. The day intensely cold as it was brought a large attendance.
17. I am surprised moreover that you should expect leniency.
18. He reported to Thomas T. Farrow general manager of the works.
19. That Boston terrier is in fact a frequent prize-winner.
20. That belief if my knowledge of science is correct is false.

Exercise 5: Follow the same directions as in Exercise 2.

1. Hesson was without any doubt the best center in the East.
2. We intend you may be sure to do all we can do.
3. But now it is said another rule is to be enforced.
4. This point however is to be admitted by both sides.
5. The ability to recite a punctuation rule is we find no proof that a correct habit has been established.
6. The statue of liberty in New York harbor is the first thing I believe to attract the eyes of immigrants.
7. Do you know Uncle Harry that Thomas A. Edison took out 800 patents?
8. That one stamp my young friend cost me a small fortune.
9. What was that you asked me Uncle John?
10. Your Honor the letters have already been sent out.
11. What a surprise dear Ruth this was to me.
12. May I remind you of the terms of the agreement Mr. Land.
13. The purpose of this book my readers is to explain astronomy.

14. I trust gentlemen that this is clear.
15. In those days one English writer Dickens made a great impression upon me.

5. Use commas to set off modifying words, phrases, or clauses which are non-restrictive (non-essential).

A *non-restrictive* modifier is one that is not essential to the meaning of the sentence. Like a parenthetical expression, it can be omitted without destroying the main thought. Therefore it is set off by commas.

A *restrictive* modifier is essential and cannot be omitted without destroying the main thought. Therefore it is *not* set off by commas.

I am returning the books, which I have read with great interest.
(Non-restrictive clause; it does not restrict the meaning of *books*, but merely adds a fact.)

I am returning the books which I have read. (Restrictive clause; it restricts the meaning by telling exactly what books, not necessarily all, are being returned.)

The airplane, constructed by the Wrights after years of effort, was ready for its test. (Non-restrictive phrase)

The airplane constructed by the Wrights was very different from the luxurious planes of today. (Restrictive phrase)

Exercise 6: In your notebook copy and punctuate every sentence which needs one or more commas. If a sentence is correct as it stands, write C after its number.

1. The house with the green shutters is ours.
2. The book lying on the chair is mine.
3. The man who was driving the car cannot be found.
4. The grandmother's house which is over a hundred years old is built of brick.
5. The pupils who received A are excused from the test.
6. Everyone who has red hair is invited to join.
7. Gertrude who should have known better left the canoe on the shore.
8. The woman holding the lucky number was just in front of me.
9. The play which receives the greatest number of votes will be repeated at night.
10. Every boy who sells ten tickets gets one free ticket.

11. Mr. Amos who had just been made principal talked to the boys.
12. The fountain pen with the gold band at the top is Harry's.
13. The woman who was sitting next to me in the movies lost her pocketbook.
14. The two boys who told the story were the ones who found the fortune.
15. The owners of the house two ladies who lived in another part of the city had no real claim on the money.
16. The spring floods which were the worst ever known in this country completely destroyed many villages.
17. *Romeo and Juliet* which is my favorite of Shakespeare's plays has been made into a moving picture.
18. Silas Marner who was very nearsighted stooped down and peered closely at the child in front of the fire.
19. A recent book proves that the Wrights had solved many highly technical problems when they launched their first plane.
20. Wilbur and Orville Wright two Dayton bicycle workers made history in 1903 when their airplane stayed in the air 12 seconds and flew 120 feet.
21. William Beebe who lives in New York City during the winter has written delightful accounts of undersea creatures.
22. Louis Pasteur known throughout the world for his conquest of hydrophobia transformed surgical methods as a result of his investigations.
23. The coffee shops that were owned by Alice Foote MacDougall were prosperous when other restaurants failed.
24. Alice Foote MacDougall whose coffee shops became famous in New York City went into business to support her three young children after the death of her husband.
25. The gypsy moths which are quite harmless in their native Europe multiplied so rapidly in America that they became very dangerous.

Exercise 7: Follow the same directions as in Exercise 6.

1. The entire fortune about \$11,200 was hidden in an old copper pot.
2. The two boys not without a feeling of fear took the money to the police station.
3. The common housefly besides being a nuisance is a positive danger to health.
4. Her hair which was a coppery brown was beautifully curled.

5. Madeline Bowers who is the most popular girl in the class will act as chairman.
6. Mr. Edwards who is a keen lawyer said our case was strong.
7. The lawyer who undertook our defense said we had a strong case.
8. In our household as in everyday life in millions of homes electricity is playing a larger and larger part.
9. The boll weevil as everybody knows came out of Mexico.
10. Other anemones as we have seen have tentacles and settle down alongside of the mother.
11. Langley's model a miniature machine was the first plane to fly under its own power.
12. The Wright brothers of Ohio who had been experimenting in flying studied the results of Langley's experiments.
13. Radium discovered by Madame Curie in 1902 is a hundred thousand times dearer than gold.
14. Cotton seed once thrown away or used only as fuel is now thanks to the chemist the source of a highly valuable oil suitable for table use.
15. After investigating your claim we must report that Dr. Jones our dietician is in no way responsible for your injury.
16. Governor Harrison the principal speaker delivered an oration.
17. Books, papers, and magazines that had not been read cluttered the room.
18. The boys spurred on by the first find went a second time to hunt for the buried treasure.
19. Mr. Rollins the watchman on duty was the first to report it.
20. She went gladly wherever she was needed during the emergency.

6. Use a comma after an introductory adverbial clause. If the clause is very short and there is no danger of misreading, the comma is sometimes omitted.

7. Use a comma after an introductory phrase if it is long, or if it is obviously non-essential. (Review pages 65 and 67.)

Exercise 8: In your notebook, beside the number of each sentence, copy any word or words after which commas are needed and show the mark. If the sentence is correct as it stands, write C. Have in mind the rules above and also those previously studied.

1. Following a dim trail through the woods we finally reached a deserted house.

2. Since all is settled it is our aim as you know to avoid further trouble.
3. Having won the state championship in debate Warner and Douglas received a silver cup which they later presented to Mr. Williams the principal.
4. When the whistle sounded the game began at once.
5. Though he was given the test later he failed to pass it.
6. If you have the time telephone me when you arrive.
7. Before the gangplank was lowered completely Thomas ran down to the dock.
8. Until he turned and spoke to her she did not recognize him.
9. As you look at a map of the Pacific you wonder how man ever reached the Hawaiian Islands.
10. The mud upon his home of sticks and logs having hardened into cement the beaver fears nothing from his enemies.
11. Soon after father had bought the house in the city he was transferred to the California office.
12. As we tiptoed away we heard the hum of the underwood rise in a fierce white-hot crescendo.
13. While running down the street the man as I said before spied the boy who had spoken to him earlier in the day.
14. To improve my oral use of English I think I shall take public speaking next year.
15. When you reach Sherman Avenue you should know the rest of the way.
16. If she phones you tell her I expect to go to the game.
17. If you want the paper I will get it for you.
18. If you wish to borrow money see us.
19. Whenever I plan to wear a new hat it rains.
20. Because we have no gas left we do not expect to make our trip in our automobile.

8. Use a comma to separate any unrelated elements which might be misread.

A little while after, the party broke up in confusion.
To escape, Dunstan Cass hurried away in the darkness.

Whenever possible, phrase your sentences so that commas are not required to clarify the meaning. For example, the first sentence above might be expressed as follows:

A little while later the party broke up in confusion.

Exercise 9: After indicating the necessary commas in the following sentences, rephrase any which might be clearly and simply expressed without commas. Follow the same directions as in Exercise 8.

1. When you call George will come.
2. While John was shaving the baby toddled into the room.
3. When I left mother was baking cake.
4. While I was eating a stranger sat down opposite to me.
5. After you have practiced the trick is lots of fun.
6. Since Grandfather played football has become a very different game.
7. Before they could answer the bell rang a second time.
8. While he was teaching the children wandered down to the lake.
9. Because he was just learning the game seemed very hard to him.
10. If you can answer the question will be settled at once.
11. Though they had written the letters were never received.
12. Before the speaker had finished the audience broke into loud applause.
13. If you remember Theodore and Henry were the two boys who found a fortune in a cellar.
14. When the treasure was found there was a rush of people to the neighborhood.
15. Although you have not finished your work is very good.
16. Although you have not finished your work you may go.
17. Whenever his mother was painting the little boy stood at her elbow watching every stroke she put on the canvas.
18. While I was driving the car shot in suddenly from the right.
19. While I was driving the car the right rear tire blew out.
20. As Dunstan stumbled along the road gradually became more and more difficult to follow.

In general, do *not* use a comma between two closely related elements such as subject and predicate verb, verb and direct object, adjective and the noun it modifies. In such places use a comma only to prevent misreading.

Correct: What his motive was has been explained.

Correct: What his motive was, was not clear.

Exercise 10: Follow the same directions as in Exercise 8.

1. What his reason was has been clearly brought out.
2. Inside the logs were burning brightly.

3. What the result of such a compromise would have been is now evident.
4. Whom do you like better Mary or Martha?
5. In the presence of the principal Henry always lost his power of speech.
6. What his reason was for making such a statement was not evident.
7. One truth is clear whatever is is right.
8. In all this Brown's influence could be seen.
9. In spite of all instruction students omit commas.
10. In the following sentences insert commas where necessary.
11. As president of the Flint, Michigan, Automobile Club Wilson S. Isherwood became appalled at the mounting toll of child traffic.
12. What his purpose was was soon explained.
13. He explained that ever since they have remained here.
14. For this planning is useless.
15. Toward John Henry acted like an uncle.

9. Use a comma or commas to set off a direct quotation unless a question mark or an exclamation point is required.

Exercise 11: In your notebook, beside the number of each sentence, copy any word or words after which punctuation marks of any kind are needed and show the marks.

1. The librarian asked "Did you enjoy the detective story I recommended?"
2. "Erase the first board" she said.
3. She asked "Did you see mother at the meeting?"
4. She said "It was so good of you to come."
5. "When you arrived" asked the officer "was there a light here?"
6. "When did you leave New York" father asked.
7. "What a funny fellow you are" she commented.
8. She asked me when I had left Boston.
9. She said that she was so glad to see me.
10. Again he insisted "But you are an explorer aren't you?"
11. Suddenly the boy shouted "Don't touch that."
12. "Come Bill you know me; you know an old shipmate" said the stranger.
13. Miss Brown our English teacher said "Not all of you can be perfect, but all of you can do your best."
14. "While I am away you may spend your time reading" said our teacher.

15. He said "We cannot get to your house before dark."
16. Then the lawyer inquired "Where were you at this time."
17. "Come quick" he called in an excited tone.
18. Henry said "Let's divide the cake evenly."
19. "Come at once" said Mother "and bring all your books."
20. "I want to travel" he began "and see for myself the seven wonders of the world."

10. Use a comma to set off *yes* and *no* and such mild exclamations as *oh*, *well*, *alas*.

11. Use commas to separate the items in a date and in an address, when written in a sentence or in the same line of a letter.

Example: The committee will meet on March 15, 1944, at 516 Bond Street, Chicago, Illinois, to consider the reorganization.

Note that commas are used after the year and the name of the state, if other words follow.

12. Use a comma after the salutation in a friendly letter and after the complimentary close in any letter.

Exercise 12: Follow the directions in Exercise 11.

1. Oh how can you do that!
2. He sent the letter to 1625 Chestnut Avenue St. Louis Missouri.
3. The game with Western was played on May 15 1936.
4. Yes I will send the message to her.
5. "Whenever you find anything" said my mother "try to locate the owner."
6. The man next door said "Take the money to a coin collector. He will tell you its real value."
7. Dear Mary
Your letter was the most cheerful . . .
8. Sincerely yours
Joe
9. A letter addressed to 509 Beechfield Road Baltimore Maryland was written on May 14 1944.
10. No I cannot do that.
11. "Oh come quickly!" she screamed.
12. What happened on July 4 1776 will never be forgotten.
13. But alas it does make a difference.

14. Oh that is nothing.
15. Why when did this happen?
16. My what a good looking tie that is!
17. Well we shall see what happens.
18. Dear Gerald
 We were delighted . . .
19. Cordially yours
 Jane
20. No a thousand times no is my answer.

13. Use a comma to indicate the omission of a word or words easily understood.

Exercise 13: In your notebook, beside the number of the sentence, copy the word after which a comma is needed.

1. The doctor came in his automobile; the policeman in an airplane.
2. Pittsburgh manufactures steel; Baltimore clothing; Lynn shoes and Spokane furniture.
3. Grandfather's boyhood was spent in the country; father's in the city.
4. Minnesota is noted for its wheat; Pennsylvania its coal and oil; Utah its copper.
5. One of my brothers is a doctor; the other a lawyer.
6. John took the academic course; his brother the commercial course.
7. We went by train; our cousins by automobile.
8. His father voted for Roosevelt; his mother for Hoover.
9. John grew up in the country; Tom in the city.
10. In her home was rejoicing; in ours sorrow.

14. Use a comma between independent clauses connected by the co-ordinating conjunction *for*, or by another conjunction, if there is danger of misreading.

Exercise 14: In your notebook, beside the number of each sentence, copy any word or words after which commas are needed. Show the mark.

1. The boys ran over and together they lifted the pale form.
2. The telephone bell rang loudly but no one answered it.
3. We must immediately try to find our way back to camp or night will overtake us.

4. It was a long bumpy drive and she was asleep long before they arrived.
5. I could not make the children keep quiet nor would they leave the room.
6. You should carry an umbrella with you for I fear it is going to rain. (Always use a comma before the conjunction *for* to prevent its being read as a preposition.)
7. I ran back to the schoolroom and there I found it on my desk.
8. George likes to skate on thin ice but some day he will get an unexpected cold bath.
9. The climate was agreeable and the scenery was excellent.
10. I yelled at the top of my voice but she did not hear me.
11. They pulled and we pushed.
12. I inquired for Brown at the office but no one seemed to know him.
13. He could not make the trip nor could he promise to go later.
14. He clapped enthusiastically as the comedian finished his humorous act and later he chuckled over it several times.
15. The night was long and it seemed that dawn would never break.
16. I sent a cake and Mary took the nuts and candy.
17. He hid the money and John locked the door behind them.
18. I should rather stay at home and work for my paper is due on Monday.
19. I asked Mary and Alice invited Jean.
20. I hurried down the street and John quickly entered the house.

15. Use a comma to separate items in a series. The comma may be omitted before the conjunction joining the last two items, but formal usage recommends it.

Exercise 15: In your notebook, beside the number of each sentence, copy any word or words after which punctuation marks are needed. Show the mark.

1. He rose quickly closed the door and faced the crowd.
2. Apples oranges bananas and grapes were all on display in the market.
3. The reasons are contained in rules 2 3 4 5 and 6.
4. She was a little nervous hardworking woman.
5. He has drowned our people ravaged our property and insulted our diplomats.
6. I heard him come in go upstairs and open the door of his room.
7. Stevenson wrote essays novels short stories verses and plays.

8. Delegates are arriving by boat by train by automobile.
9. Winter or summer day or night cold or hot wet or dry he always carries his umbrella and overcoat.
10. Grandmother had given her a quaint old-fashioned inlaid chest.
11. Greece Italy and Spain are the peninsulas of Southern Europe.
12. The college the clergy the lawyers and the merchants opposed it.
13. He is a good conscientious student.
14. Prominent statesmen high officials leading business men and outstanding citizens endorsed his candidacy.
15. His major subjects were these: English French biology and history.
16. I spent ten dollars for a new pair of trousers a shirt and a haircut.
17. We saw her nod to her aunt speak to several of the older women and then disappear through the side door.
18. He is a diligent student of ancient history the Bible archaeology and Greek.
19. He rose quietly slipped on his coat and went out.
20. He laughed he shouted he leaped for joy.

Exercise 16: Follow the directions given in Exercise 15.

1. Sweaters blankets coats and shoes were piled in the rumble seat.
2. On our schedule we have history science English French art and music.
3. All living things require air food and moisture.
4. Canning drying smoking pickling and cold storage are methods of preserving foods.
5. Now automobiles trains airplanes and steamships are streamlined.
6. For dinner we had chicken vegetables salad bread and butter and milk. (*Bread and butter* is one item.)
7. Bacteria are present everywhere, in the air in the water and in the earth.
8. At camp we have to straighten our tents serve the meals wash the dishes and clean the recreation hall.
9. Harry could sail a boat paddle a canoe ride horseback and dance all the new steps.
10. We must find out when he left the building who was with him and where he went.
11. We went down into the cellar found a dark corner dug a hole and began to put our club records into it.

12. She told all about the hidden treasure: where the treasure had been found who had found it how the ownership was contested and what the final verdict was.
13. She put her room in order dressed hastily ate slowly and hurried off to school.
14. For a Christmas basket to be sent to a needy family our class bought canned goods fresh vegetables meat nuts and candies in addition to toys clothes and books wrapped as gifts.
15. She combs her hair well has a good posture and dresses in excellent style.
16. What would you think of going swimming eating supper outdoors and then attending a movie?
17. In gymnasium we have regular exercises play games take part in contests and learn folk dances.
18. We used to take coffee bacon and rolls on our hike before meat was rationed.
19. Lumbering mining and canning of fish are important industries in Alaska.
20. George Douglas and I went to the theater. (How many went? Punctuate in two different ways.)

3. Using Semicolons Correctly

16. Use a semicolon between independent clauses when no conjunction is used.

Example: Anna wanted to write; John decided to telephone.

Exercise 17: Copy and punctuate the following sentences.

1. Anna is learning commercial work Mary is studying art at the institute.
2. The flood was terrifying some towns were wiped out entirely.
3. Godfrey Cass was never sure of himself he changed his mind every day.
4. He tried in every way to prove his point he even made diagrams of his plans for them.
5. The wind rose suddenly lightning struck a tree a few feet away.
6. She did not even hear the clock strike she wrote for an hour without stopping.
7. Mary, you buy the material we will make the dress.
8. Mother goes to the movies Father, to his club.
9. Eva stayed in New York to practice her new play her father and mother went to Europe to visit relatives.

10. Theodore did not stop to count the money he saw he had a fortune.
11. In Raveloe the night was cold and foggy the mist hid all traces of roads and lanes.
12. Martha is interested in sports Mary prefers music.
13. The girls and boys are not willfully disobedient they are simply extremely careless.
14. Molly sank down in the snow gradually her arms relaxed the baby crawled away toward the bright gleam of light.
15. The younger children had an assembly of songs and music the upper classes listened to an address on Russia.
16. The library has received a number of new books the English department, a number of re-bound books.
17. Let them keep their past the future is ours.
18. The students went home the teacher stayed.
19. Mary went to Goucher John, to Loyola.
20. No one taught Jane how to cook she learned from watching her mother.

17. Use a semicolon before a conjunctive adverb that connects independent clauses.

Example: The road is almost impassable; still I must go to help them.

Some of the adverbs frequently used as connectives are: *likewise, moreover, also, besides, furthermore, yet, however, nevertheless, still, then, else, otherwise, consequently, therefore, thus, hence, so, accordingly, indeed.*

Exercise 18: Copy and punctuate the following sentences, observing the rule above, as well as previous rules.

1. I do not know the rule however I'll try to work the problem.
2. At first he was embarrassed then he began to smile.
3. I have asked her to come several times moreover I have written her a note.
4. The weather was very cold therefore I made a fire.
5. Theodore and Henry scooped up all the coins then they divided them equally.
6. They saw that the money was valuable because it was out of circulation accordingly they took the treasure to a dealer in old coins for appraisal.

7. We don't waste time indeed we never have a minute to call our own.
8. I always bring my lunch from home hence I know little about the cafeteria.
9. The work is very difficult still I must do it.
10. We fastened the tents firmly to the ground then we sat down to watch the storm.
11. The boys had dug in every corner of the cellar nevertheless they returned and made a second search.
12. Of all animal pests flies are the most dangerous to health therefore they should never be allowed to get into the house.
13. Bill knows every part of the game therefore he should be made captain.
14. Tom knows much less consequently he should not be given such responsibility.
15. Pasteur was not discouraged by scorn and ridicule hence he finally convinced the French people that his germ theory was correct.
16. Some animals by means of a protective coloration so resemble their surroundings that they are invisible though in plain view therefore they escape many enemies.
17. You ought to study more than you do otherwise you will fail.
18. You should read this treatise otherwise you will not have data sufficient to prove your point.
19. He saw his brother yet his brother did not see him.
20. The chest was hard to move therefore I left it in the corner where I found it.

18. Use a semicolon between co-ordinate clauses, independent or dependent, if one or more of the clauses are broken by commas — that is, internally punctuated.

Example: If you are prepared in history, science, English, Latin or a modern foreign language, you can enter college; and if you pass the first term's work, you can stay without any entrance examination.

Exercise 19: In your notebook, beside the number of the sentence, copy the words after which semicolons are needed to make the independent clauses clear.

1. In the evening after Silas had finished his weaving, he opened the door and looked at the falling snow and the baby, following

the gleam of light, toddled into the bright, warm room and up to the glowing fire.

2. If we are able to read music, we may join the glee club and if we want to, we may go to all assemblies and to every dramatic club performance.
3. When school was over, we went immediately to the gymnasium and when we had been weighed and checked, we were given our entry numbers.
4. If we had used the road map, we should not have had trouble and by this time we should have been, certainly, halfway to Pittsburgh.
5. It was, to say the least, a difficult case that he had to decide and although he was an experienced lawyer, he longed for more time to consider it carefully.
6. As I came back I saw Uriah Heap shutting up the office and, feeling friendly toward everybody, went in and spoke to him, and at parting gave him my hand.
7. The harbor presented a scene of lazy midsummer heat on the wharves lolled stevedores, begrimed and perspiring and ships listlessly swung at their berths and even the whistles of passing boats sounded feeble and far off.
8. George Russell was indifferent to obscurity for years he was a cashier at a small salary in a Dublin business-house, spending his evenings studying the Upanishads and the Vedas, and practicing those mental disciplines which were to be for him the road to enlightenment.
9. Nor is Pan-Americanism political for, while in some of the nations to the south, democratic institutions are a living reality, in others, democracy is not securely established.
10. Like our own, Switzerland's democracy was founded not upon nationality but upon an idea and it came into being with an oath — the oath to be free and defend that freedom.

Exercise 20: In your notebook, beside the number of each sentence, copy any word or words after which punctuation marks are needed. Show the mark. Observe semicolon Rules 16, 17, and 18, and all necessary rules for commas. For each mark indicate by *number* the rule followed.

1. The company was declared insolvent its affairs were put into the hands of the State Banking Commissioner.
2. The number of wealthy individuals in that state is large it is possible that there are some thousands with incomes of a quarter of a million dollars.

3. Holmes is like Lowell a humorist but like Lowell he knows how to be earnest serious and even pathetic.
4. Good home influences if the child has enough of them will triumph and the child aided by the school will cast off linguistic ailments.
5. Welsh is a Celtic dialect so is Manx the dialect of the Isle of Man so is the native Irish and so is the dialect of the Highlands of Scotland.
6. He spoke to the dog calling it to him but in his voice was a strange note of fear that frightened the animal.
7. Many boys do not lack the strength they lack the will to work regularly.
8. Untidy form in writing like slovenly form in dress is a serious drawback it is likely to imply slovenly thinking.
9. In the fall a high school student is urged to go out for football in winter he may practice ice hockey or swimming in spring he naturally turns to lacrosse or track.
10. The colonel's plan of attack was uncertain and impracticable Captain Brown's simple direct sure.
11. The War of the Roses like most civil wars was a bitter struggle and as a result the power of the feudal barons was lost forever.
12. There was a loud scream then a car drove rapidly away.
13. Drama in the Elizabethan Age was a vigorous force but in the following century it declined.
14. He collected stamps coins and books but he was nevertheless often at a loss for something to do.
15. You have eyes my friend look for yourself.
16. Bats do not like the light of day they prefer the dark.
17. We inquired for Brown at the office but no one somehow or other knew him.
18. John said "Don't drive on the lower road it is still under water."
19. "Move that table" said Mother "It's too close to the fire Tom."
20. We brightened the room with new rugs covered its old walls with rare draperies furnished it in the best of taste but nothing done by my friends could relieve that ancient chamber of its air of deep gloom.

Exercise 21: Follow the directions given in Exercise 20. Note that an expression such as *for example, that is, namely*, when it introduces an independent clause, is preceded by a semicolon in accordance with Rules 16 and 17, and followed by a comma in accordance with Rule 4.

1. A human interest story does not present news that is it does not try to tell the reader about some current event.
2. We sailed along in that manner for an hour or more then the water suddenly grew rough and choppy.
3. I was dead tired as you may fancy and when I got to sleep which was not till after a great deal of tossing I slept like a log.
4. Some firms require detailed reports others nothing.
5. Hoping to make the high school team Rob had kept up his practicing during the spring summer and into the fall but he did not make the team until his junior year.
6. Tom is ambitious and he works hard but his goal seems as far off as ever.
7. It is not however his intention to remain long for his business demands his time at home.
8. This sentence is compound that is it contains two independent clauses.
9. Having arrived late at the meeting we could not get seats for this reason we were obliged to stand at the rear of the balcony.
10. You have many reasons to study diligently for example you may win a scholarship to some college.
11. Geometry is a subject requiring daily study that is if you do not learn every problem in order future work will be difficult.
12. She went to live somewhere in the West no one has ever seen her since.
13. We agreed upon one thing that is all of us had enjoyed seeing the movie.
14. He has one assignment namely he must see that no one else enters.
15. He is a herpetologist i.e. he studies reptiles. (The abbreviation *i.e.* means *that is*.)
16. One problem remains that is how shall we cross the flooded river at that point?
17. We aimed to cover three points in the test last week: namely the correct use of the comma the correct use of the semicolon and the correct use of capitals.
18. We hold these truths to be self-evident: that all men are created free and equal that they are endowed by their creator with certain inalienable rights that among these are life liberty and the pursuit of happiness.
19. Every student must take English however geometry physics and Latin it seems are electives in that course.

20. He was on the floor above us otherwise he would have reached the street first.
21. Somebody has done this moreover I am convinced that whoever it was did it on purpose.
22. Everybody expected our team to win consequently we felt no surprise when the victory was announced.
23. Tom has no trouble with modern languages Latin and mathematics however worry him a trifle.
24. I missed the eight-ten train however I arrived at the office before the attorney appeared.
25. He let not a year go by without studying and reading something worth-while consequently he amassed a large amount of information that he now puts to good use.

4. Using Apostrophes Correctly

19. Use the apostrophe to denote possession, to take the place of omitted letters in contractions, and to form the plural of letters and figures.

Review the rules for forming the possessive case, pages 42-44.

Exercise 22: In your notebook, beside the number of the line, copy any words which require an apostrophe. Insert the apostrophe where it belongs.

YOU'RE TOO YOUNG

1. "Mother! Isn't that blue hat with a veil stunning?"
2. "Yes, but you're too young to wear it, Alyne."
3. "It seems that all you say to me, Mother, is 'You're too
4. young!' I'm not. I'm fifteen and shall be sixteen in ten months."
5. Later, when she and her mother had returned home, Alyne
6. was sitting in her room by the window manicuring her nails.
7. As she was applying the pale pink polish, her mind returned to
8. the blue hat and the scene with her mother. Her mother's words
9. "You're too young" seemed to be the lines to the music sung by
10. the robin perched on the limb of the apple tree just outside her
11. window. Everything she longed to do was opposed by her
12. mother with those three small words. She looked disgustedly
13. at the pale pink nail polish and thought of Sara with her vivid
14. lipstick and polish to match. She got up quickly, knocking the
15. bottle of polish to the floor, not caring about ruining her rug

16. with the little rabbit in it. She sat down at the dressing table
 17. and looked at what she called a "very disgusting form of
 18. humanity" with no make-up. She was too young. Sara wore
 19. lipstick, rouge, eye shadow and every other form of make-up.
 20. Sara could stay out on a date as long as she wanted, but it was
 21. 11:00 P.M. for Alyne. She combed her black hair, that fell into
 22. soft curls about her shoulders. She would go to the drugstore
 23. for a soda.

24. When she walked into the store, she went back to the last
 25. booth, glad that none of the crowd was there so she could be
 26. alone. As she was sipping her chocolate soda, John and Jim
 27. walked in. She wasn't in any mood for company, so she slid
 28. down in the seat. They sat in the booth next to hers. Suddenly
 29. she realized they were talking about her!

30. "Have you noticed the contrast between Sara and Alyne?"
 31. came a voice which belonged to John.

32. "One can't help noticing that," came Jim's reply. "I'll bet if
 33. Sara ever smiled she'd crack that face, painted face, at that.

34. "She would and she acts so much older than she really is.
 35. Alyne acts so friendly and nice to everyone and doesn't wear
 36. those silly clothes. She's not afraid to play tennis for fear she'll
 37. mess her hair." The last was said in such a good imitation of
 38. Sara that Alyne could hardly keep back her giggles. After a
 39. few minutes of general talk the boys departed. Alyne felt a little
 40. guilty for listening to their conversation, but it certainly made
 41. her feel better.

42. "Well, maybe Mother was right," she thought, "but if any-
 43. body ever tells me again that I'm too young, I'll scream."

Exercise 23: In your notebook, beside the number of the sentence, copy every word which requires an apostrophe. Insert the apostrophe where it belongs. Review the possessive case of pronouns, page 42.

1. In a few weeks time the June class will be graduated.
2. A tithe is one-tenth of a persons income.
3. In the orchard of Olivers house we find Charles, Duke Fredericks wrestler.
4. The story deals with three strangers who seek shelter in a peasants home.
5. George Eliots writing was influenced by her early life.
6. Pepys diary gives an excellent picture of life in his period.

7. The Esmonds last intrigue was a scheme to bring James to the throne.
8. Then, of course, there is the possibility of his sons being called into the army.
9. Children were forced to work for long hours in factories, and debtors prisons sprang up.
10. Because my brother is angry with Jane, I had to find a way to see her without his knowing.
11. It is likely that the future airplane will be propelled by blasts of compressed air in its tail.
12. Henry objected to Williams comparing the two magazines.
13. Marys book was left in school last Friday.
14. Janes dog was five years old.
15. Its title is "The Light That Failed."
16. If I dont get home soon, Ill perish.
17. "Theyre too young to go out on week nights" is the favorite comment.
18. What you can do, Ill never know.
19. My uncles dog is fond of me.
20. If you cant come here at seven, call for me at my sisters house.

5. Using Quotation Marks Correctly

20. Use quotation marks to enclose a direct quotation and single quotation marks to enclose a quotation within a quotation.

21. Use quotation marks to enclose the title of a poem, a song, an essay, a short story, an article, or a chapter; underline for italics the title of a book, a play, a magazine, a newspaper, and the name of a ship.

Exercise 24: In your notebook, beside the number of the sentence, copy every word before and after which quotation marks are needed and those which require underlining for italics. Show the quotation marks and any other marks which accompany them.

1. You must fulfill your fate, the fortune teller warned me as she studied the lines in my palm, whether you like it or not.
2. When we questioned him Reeves said, Gentlemen, I have but one purpose in visiting you, and that purpose, you must believe, is to offer my assistance.

3. Punctuation does make for easier reading, groaned Thomas as he forgot the final period.
4. Aren't the words To strive, to seek, to find, and not to yield from Tennyson's poem about Ulysses?
5. We heard the farmer grumble, The corn is coming up, but there's a crow after every kernel.
6. I'm sorry, Madam, said the boy, but I can't do it.
7. One day this summer, probably during July, we will take a fishing trip down the Chesapeake Bay with Uncle Fred, he said happily.
8. Do you intend to leave early or are you planning to work late? asked Mr. Smith, the sales manager.
9. Thou fool, this night thy soul shall be required of thee, said the Lord.
10. That is quite true, he said.
11. Do you copy your assignments carefully or do you trust to memory alone? inquired Dr. Jones, Henry's physics teacher.
12. Have you read *Electricity and Civilization* by Charles P. Steinmetz, quoted in *Law's Science in Literature*?
13. Dana's *Two Years before the Mast* is a sea story.
14. Oh, see who is coming up the walk! he called in great excitement. We can go for a double tennis game now.
15. Come here, please, called John. I need some one to help me lift this desk.
16. Did you hear Mary calling, Mother, Mother, please come? the nurse-girl asked Mrs. Brown.
17. May I borrow your pen? Stanley asked.
18. I'm sorry I don't have it with me today, John answered.
19. Joan, I am sorry you didn't hear me call. Mary stopped to ask you to go to the movies with her, said Mother.
20. I'm the one to be sorry, Mother. I was dozing and only half-heard. Now I've missed a matinee, replied Joan.

6. Using Colons, Dashes, and Parentheses Correctly

22. Use a colon before a long series of words, phrases, or clauses that are equivalent to the word that announces them; before a formal enumeration; and before a formal statement or quotation.

23. Use a colon after the salutation of a business letter.

24. Use a colon in time expressions, as 2:45 p.m., and in Biblical references, as *Isaiah 1:18*.

Exercise 25: In your notebook, beside the number of the sentence, copy the letter of each rule which applies to that sentence. Also copy every word or figure after which a colon is needed.

1. The room has several pleasant features large windows, a southern exposure, and excellent ventilation.
2. The text from I Corinthians 13 13 begins as follows "But now abideth . . ."
3. In the rainbow there are seven colors violet, indigo, blue, green, yellow, orange, red.
4. There were three reasons for our not going we had no car; we had no money; we could not get a ride.
5. The important elements are as follows plot, setting, character.
6. The three new selectees of our company were George Clark, a farmer; Ernest White, a plumber; and Henry Bahn, a clerk.
7. He had brought along three books that he had recently purchased *First Across the Continent*, *Antarctic Night*, and *The Life of Louis Pasteur*.
8. There are three causes poverty, indolence, and injustice.
9. He was studying history for these reasons to furnish a foundation for law, to understand current events, to give meaning to historical references in his reading, to enjoy the record of mankind.
10. Dear Sir Gentlemen Dear Madam My dear Mr. Conroy
11. At the annual dinner of the Pioneer Club, Dr. Wells spoke as follows "As I look over the years which have passed . . ."
12. "When I was away last summer," he continued, "I read several excellent books *Joseph Vance*, *War and Peace*, and *Vanity Fair*."
13. The advantages of partial-payment buying are as follows it does not require a large outlay of money at the start; the remainder of your money, therefore, can be put to other use until needed; you have the use of the merchandise; last, but not least, you are acquiring goods by means of a limited amount of money.
14. He put into the guest room the following articles books, writing materials, a large table, and flowers.
15. High school gives many opportunities for all-around training the clubs give practice in leadership; the games help to improve physical development and sportsmanship; the various subjects give the knowledge required in life after school is over.
16. Dear Sir
Kindly send . . .

17. These are two lines often quoted
 "Water, water everywhere
 Nor any drop to drink."
18. We waited for over an hour because the 235 train was delayed by a wreck.
19. She contested in the following sports archery, basketball, and hockey.
20. A copy of the resolutions was sent to the following persons A. R. Jones, W. S. Field, and G. W. Green.

25. Use a dash (a) to show an abrupt break or change in thought in a sentence; (b) to set off strongly parenthetical expressions less formally than by parentheses; (c) to separate an informal enumeration from the expression that summarizes the thought contained in the enumeration; (d) to indicate a pause for dramatic or rhetorical effect.

Exercise 26: In your notebook, beside the number of the sentence, copy the words which should be set off by dashes. Show the marks.

1. The very next year in August or the early fall I believe Father and Uncle Herbert went to visit their mother in England.
2. That man though it is hard for you to believe it now was once a respected member of the community.
3. Well, just about this time there appeared but that is another story.
4. She was born in Prague the very plain daughter of an Austrian army officer.
5. If you stop at Aunt Jane's by the way did you mail that letter this morning?
6. She was reading what is the title of that last novel by Page?
7. The class comedian there is one in every class is often pathetic.
8. Rubies, pearls, diamonds never had I seen such wealth, my friends.
9. My brother whom you have doubtless met was in town last week.
10. Banker, lawyer, doctor, clerk, and mechanic everyone, sir, has contributed to the good cause.
11. After an ominous pause the timid young man said to the girl beside him, "I am going to propose that we go down to the drugstore and get some ice cream the next time I come."

12. We arose at dawn which comes very late in that latitude ate breakfast and saddled the horses.
13. Soccer and football, tennis and badminton, baseball and lacrosse all these sports interested Uncle Joe and my two cousins.
14. He was received with great respect by the Secretary of State who afterward became President and was later entertained at a formal dinner.
15. Freedom from want, freedom from fear, freedom of speech, and freedom of worship these freedoms were set forth in the Atlantic Charter.

26. Use parentheses () to set off matter which is explanatory and which does not belong to the structure of the sentence proper.

Exercise 27: In your notebook, beside the number of the sentence, copy the words before and after which parentheses are needed. Show the marks.

1. The largest real-estate transaction in history you remember the Louisiana Purchase occurred in 1803 was the purchase by the United States from France of the middle third of this country, a piece of land five times larger than France itself.
2. Captain Wilkins you must have heard of him commanded the battleship *Fearless* during the War of 1812.
3. If ice has formed on the lake and I am sure it has done so we shall go skating.
4. I am going to the store if Father has not gone and obtain the bacon that we need for dinner.
5. Mary's uncle he has been a U. S. marine told me all about his experiences in Iceland.
6. My grandfather he was born in Scotland was one of the early pioneers in North Dakota.
7. Then Mr. Brown I always call him Uncle Joe came to my relief.
8. The wave length you radio fans know this already is the distance from crest to crest of the wave produced in the ether.
9. The house where James lives I've forgotten the exact number is the fourth on the west side.
10. The speaker told many stories and what stories they were to illustrate the point of his talk.

Exercise 28: Copy these letters, inserting all necessary punctuation.

LETTER A

1519 North Avenue
Baltimore 18, Maryland
January 24 1944

Dear Charles

Believing that you will need your sweater gloves and heavy shoes I am urging you to bring them on Saturday morning. The woods will be wet underfoot and there may be a sudden cold snap with below freezing temperature.

Your friend
Bob

LETTER B

2908 Keyworth Avenue
Chicago 37, Illinois
April 27 1944

Dear Margaret

So youre going back to camp Well really raise the tent flap this year and if those charming little brats wont eat their soup well pour it down their hatches through a funnel. Ill make a point of packing the funnel in my trunk just in case. But all joking aside Meg itll be such fun with all of our new privileges as junior counselors.

This summer is going to be profitable to me in more than one way. Ill get a suntan Ill improve my swimming strokes and my tennis game and Ill be helping myself to step into the dramatic art course at college in September because Ill be coaching plays and doing the rest of the backstage work that I hope to be doing all next year.

Dont forget to bring that collection of Rupert Brookes poems that Id relish hearing again and Ill bring my symphonic recordings of your idol Ludwig Van.

Let me hear from you very soon and tell me who else is coming back to "C. E. Rah Rah Rah" from that little insignificant town uh whats the name of it oh yes Manhattan.

Best regards to your mom and dad

Love to you
Bette

Exercise 29: Copy these letters, inserting all necessary punctuation.

LETTER A

3405 Roland Avenue
Nashville 3, Tennessee
April 20 1944

Dear Mickey

You can imagine the surprise and pleasure I had when I read your letter. All of the girls as well as I have been planning all kinds of games trips picnics and rides for you. As soon as I read your letter I asked the counselor about your application. Everything is signed sealed and delivered. All you have to do is throw some clothes in a bag and come on down. We are going to have plenty of fun. The water is grand and the fish — well. All of the girls are thrilled about your coming to camp. See you soon.

Love
Ellen

LETTER B

89 Lincoln Road
Miami 2, Florida
April 29 1944

Dear Charlotte

Although I finally got to Miami after a lifetime of trying I am slightly disappointed in the place because you are not here to enjoy it with me.

The palms that wave greetings with their large green leaves to the small fishing schooners out in Biscayne Bay are exactly as pictured in the travelogues the magnificent homes which are seemingly built on an everlasting wave crest cannot be described by mere words. Hialeah Park with its enormous flock of graceful flamingoes could not be more beautiful.

Yet despite this vivid description above you cant realize how terribly sorry I am that you couldnt make this trip. I hope next year at this time I will go again and you will be able to join me.

Love
Sonia

7. Using Capital Letters Correctly

27. Capitalize all proper nouns, but do not capitalize common nouns: *Wentworth High School*; *our high school*.

28. Capitalize adjectives derived from proper nouns, except those which have acquired a general meaning: *Italian people*, but *italic type*.

29. Capitalize titles or their abbreviations used with proper names and titles of high officials used in place of names if the names have just appeared in the context: *The biography of Chief Justice Oliver Wendell Holmes . . . The Chief Justice . . .*

30. Capitalize the directions *north, south, northwest*, etc. when they are used as names of sections of the country or world or as parts of such names: *the Southwest; the East (Atlantic seaboard or the Orient)*

31. Capitalize important words in titles of books, poems, articles, stories, pictures. Short prepositions, short conjunctions, and the articles (*a, an, the*) are not capitalized unless they begin or end a title.

Exercise 30: In your notebook, beside the number of the sentence, copy the word or words which need to be capitalized. If a word printed with a capital letter should not be capitalized, copy that word with a small letter.

1. When she reached the hudson river, aunt jane turned south toward albany where her mother lives.
2. A man directed us to drive to 15 fulton street, brooklyn, new york.
3. We had been traveling North for an hour.
4. Mr. jones, the coach of our team, spoke to the garrison junior high school at an Assembly.
5. John Yates, who had been sent to europe on a War Mission, returned to the united states last week.
6. Last summer I went with my mother to visit uncle fred, who had been living out west since last july.
7. There are several quotations from the bible in shakespeare's *merchant of venice*.
8. Opening the bible before him, the judge read aloud several verses.
9. On january 15 he spoke from the white house in washington, d. c.
10. Do you wish to sign this letter to the american red cross, mr. howe?
11. The sending of saint augustine to england in 597 was the first systematic attempt to convert the Inhabitants from paganism to christianity.
12. He has already studied chemistry, physics, english, geometry, and spanish in senior high school.

13. On clark avenue, macon, georgia, july 21, 1898, aunt jane was born.
14. Mahatma gandhi, an indian leader revered by millions, has ideas which demand attention.
15. His mother told him to learn a passage from the psalms.
16. I always enjoy "the armorer's song" from robin hood.
17. At the battle of manila, admiral dewey's flagship was the *olympia*.
18. All the High School students were at the train to welcome the football team, which had just won the championship of the interscholastic league.
19. John galsworthy's novel *the patrician* appeared in serial form in the *atlantic monthly*.
20. *Journey for margaret* was more interesting as a book than as a movie.

It is just as incorrect to use a capital in certain instances as it is to omit one in other instances.

32. Use a small letter when speaking of a relative unless the word is used with the name or in place of the name:

Correct: My mother used to live with her aunt.

Correct: Look, Mother! Here comes Aunt Jessie.

33. Use a small letter when speaking of an official or titled person without using his name (see, however, the exception in Rule 29):

Correct: The officer approached the doctor and introduced him to a new member of the staff.

34. Use a small letter when speaking generally of school subjects that are not languages: algebra, composition, literature, art, music, mathematics, and history.

35. Use small letters for names of the seasons and for directions.

Correct: Our school faces east.

Correct: We have different sports in spring, fall, and winter.

36. Use a small letter for the name of a school class when used without the word *class*.

Correct: She is a senior.

Exercise 31: Follow the same directions as in Exercise 30.

1. The spanish ambassador visited the law office of mr. t. k. higgins.
2. Next Summer we shall visit egypt, the holy land, and other countries along the mediterranean.
3. Many of the people of persia are mohammedans.
4. First I read the children the story of *snow white*; then I amused them by teaching them to sing "little bo peep."
5. "Now," I asked myself, "what presents shall I give her for christmas and for her birthday?"
6. Uncle Foster, my Father's uncle, is celebrating his ninetieth birthday.
7. Some crocuses bloom in the Autumn.
8. The sophomores seemed to be spending the afternoon in the biology laboratory; the juniors were deep in the study of *the golden treasury*; and the seniors were struggling manfully in the lecture hall on chemistry I.
9. Shall you go north or spend the holidays on a farm in the east?
10. The police commissioner of our city has become interested in making the streets quiet at night.
11. Near our School is a lovely Park, but I prefer clifton park, which is opposite my home.
12. I don't know of any company that will supply your need, unless it is the tarleton supply shops on north asbury avenue.
13. All the Seniors must have the following program: algebra II; chemistry I; english literature IV; french, german, or spanish; and a course either in american or ancient history.
14. Will your mother or father come to school to meet the Principal?
15. Is mr. alson still a democrat or has he joined the republican party?
16. The great national r.r. now runs from coast to coast, and travelers may see the whole country without changing trains.
17. Uncle sam represents our nation; john bull stands for great britain.
18. In this grade we read several shakespearean plays, a modern play by james m. barrie, an epic poem, david copperfield, and a number of sonnets and lyrics.
19. I attended College after I had acquired some experience in engineering while working with the wisconsin reconstruction company.
20. Thousands of acres in the northwest will be irrigated by waters from the Grand Coulee Dam.

Exercise 32: Follow the same directions as in Exercise 30. Observe especially Rules 28, 29, 30, and 31.

1. Jacksonville has become one of the leading cities of the south.
2. He spent every winter in the south, but every summer he went to Paris.
3. My uncle who lives in the west was reading to us from *huckleberry finn*.
4. After Lincoln became president he had to guide the country through the Civil War, which was fought between the north and the south.
5. I have traveled far from the east, but I'll return with pleasant memories of the west.
6. Chicago, as you know, is the second largest american city.
7. The english ambassador visited the office of Mr. Latimer.
8. All the seniors I know are taking these courses: english IV, french, german, or spanish II.
9. The chinese have fought valiantly to keep the aggressor from taking their country.
10. Our dressmakers admired french styles.
11. Charles Dickens wrote *A Tale of two cities*.
12. Jack London's *call of the wild* is a good dog story.
13. My report is based on an article in *harpers magazine*.
14. Do you know that a beautiful poem, "The Haunted palace," is inserted in Poe's narrative *the Fall of the house of usher*?
15. Do you recall the words of Longfellow's "The wreck of the Hesperus"?

37. Capitalize the first word of every sentence.

38. Capitalize the first word of a quoted sentence.

Usually a quoted fragment of a sentence is not capitalized.

39. Capitalize the first word of a line of poetry.

Exercise 33: In your notebook, beside the number of the sentence, copy the word or words which need to be capitalized.

1. She asked, "when did you come?"
2. Lewis says of himself: "my literary career began with hack-writing for humorous magazines."
3. The question for debate was: "resolved that Baltimore should try out the city-manager plan used by Cleveland."
4. In the Spanish American war the war cry was "remember the *Maine*."

5. The proposition read: "resolved that the United States should strengthen its neutrality laws."
6. At this time of year I often think of phrases from Whittier's "Snowbound," such as "a sadder light than waning moon."
7. At last she regained consciousness and began to yell, "fire! fire!"
8. He said, "I believe the old proverb 'early to bed, early to rise.'"
9. "What is the meaning of the quotation 'to be or not to be'?" the chairman was asking as we entered the room.
10. "if you wish to read a good book," she continued, "consult the bulletin board for the list of best-liked books."
11. "Poems are made by fools like me,
but only god can make a tree."
12. "oh, that this too too solid flesh would melt
thaw and resolve itself into a dew."
13. "the clustered spires of Frederick stand
green-walled by the hills of Maryland."
14. "i wandered lonely as a cloud . . ."
15. "I love, oh, how I love to ride
on the fierce, foaming, bursting tide!"

In addition to the rules (27-39) which you have already reviewed, keep in mind these rules:

- 40. Capitalize the personal pronoun I.**
- 41. Capitalize words referring to Deity.**
- 42. Capitalize the first word in the salutation and in the complimentary close of a letter.**

Exercise 34: In your notebook, beside the number of the letter part or sentence, copy the words which should be capitalized. If any word which does not require a capital is capitalized, copy it with a small letter.

(1) march 18, 1944
15 Goddard boulevard
Forest Park, Maryland

(2) dear Peggy,

(3) Your sun-bathing story from the south took the chill off Room 202 while the heaviest snow storm of the season raged outside.
(4) This sudden storm had our Principal worried, for we were in the midst of final preparations for our Jolly Junior Jubilee.

(5) The Press said, "this gigantic show would surely have put us 'in the red' if the entertainers had been paid." (6) Much of this

talent came right from your classmates. (7) A Kick Chorus, Cabaret Show in the Gym, and Dancing to a Swing Band helped to make this show one of the best ever produced.

(8) Although many hundred forest parkers and their friends came to the Jubilee we still missed you. (9) We're hoping that you'll return soon to dear old forest park. (10) sincerely yours,

Exercise 35: In your notebook, rewrite the following paragraph. Use capitals in the proper places. Be ready to give your reasons for the capitals you use.

on thursday, december 15th, at two o'clock in the afternoon, in the city of washington, a fine-looking man came out of the rear door of the capitol and made his way toward pennsylvania avenue. he wore a gray derby hat, a well-fitting overcoat, and the well-polished shoes of a gentleman. in his right hand he carried a small bag which had evidently seen much travel, for it bore the labels of many foreign hotels. the palace, berne, switzerland, and grand hotel, bruges, were the two most easily distinguishable. his left hand was empty, but occasionally he raised it to his left pocket to make sure that the folded copy of the london *times* was still there. he walked briskly, not stopping to look in shop windows, but occasionally he paused slightly and lifted his eyes as if to scrutinize every part of some government building which he was passing. who could this man be? was he a senator arrived in washington in time for the opening of congress? was he an ambassador on his way to the white house to visit the president? did that strange black bag contain official papers, or did it hold some important evidence, not to be revealed except to the secret service department of the united states government?



TEST III. PUNCTUATION AND CAPITALIZATION (FORM B)

1. Using End Punctuation Correctly

Directions: On your answer sheet copy the number of each sentence and beside it write *P* if a period is needed, *Q* if a question mark is needed, *E* if an exclamation mark is needed.

1. Have you heard that the winning team is having a celebration on Friday evening
2. Put out that light at once

3. Why have you piled the books on the desk in that fashion
4. Frank has arrived home for the holiday
5. Tomorrow is mid-summer day and we are planning a picnic on Apple Hill
6. What a lovely view
7. I don't understand what you are saying
8. What have you done with my new tennis racket
9. Last year was the happiest year of my life
10. How we did run when we heard that bell

2. Using Commas Correctly

A. Directions: Read each sentence carefully to decide where the commas are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule. Commas are used as follows:

- I** After an introductory adverbial clause and after an introductory phrase which is long or which contains a participle or an infinitive.
- M** To separate elements which might be misread.
- S** To separate items in a series.
- N** To set off non-restrictive clauses, appositives, words of direct address, and parenthetical expressions.

1. At eight o'clock this evening I am told we shall play the championship game.
2. If the man telephones the office will be warned in time.
3. The shining morning sun the twittering of the birds and the gentle playing of summer breezes made Alice go skipping down the lane.
4. A stitch in time if you know what I mean will save you a long seam.
5. This house however is not for sale.
6. Outside the group of girls stood quietly.
7. You must now help by saving tin cans scrap metal waste paper and food.
8. Beyond the garden was all in bloom.
9. George Washington our first president was called the Father of his Country.

10. Across the lawn up the tree and out on the branch scampered the two squirrels.
11. Dr. Johnson was accompanied by his daughter Jane who had insisted on joining him in London.
12. Don't touch that Geraldine please.
13. Long before Robert had said he would go to the party.
14. You are now my little man standing on the highest peak in this range of mountains.
15. What you say what you do and what you are do not always agree.

B. Directions: Read each sentence carefully to decide where commas are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule. Commas are used:

- D** To separate the day from the year; also after the year, if other words follow it in the sentence.
- C** To separate names of city and state when written in one line; to separate street name, city, and state in an address in a sentence.
- Ex** To set off explanatory words from the direct words of a speaker.
- O** To set off *yes*, *no*, and mild exclamations.
- L** After the salutation in a friendly letter and after the complimentary close in any letter.

1. "Don't look at me" cried Helen "until I take off my mask."
2. December 7 1941 is a day we shall all remember.
3. The city of Norfolk Virginia is near historic ground.
4. And now goodbye
Cordially your friend
5. My aunt now lives at 142 Rolling Lane Chester England.
6. My birthday was on Tuesday April 26th.
7. No that is not a correct answer.
8. On the fourth of January 1942 my brother left for the coast.
9. Dear Aunt Ella
Your letter has arrived.
10. At last I can say "Now go ahead."
11. What were you doing yesterday at 816 Boylston Street Boston Massachusetts?

12. Oh I don't agree with you! No I cannot believe that!
13. On November 29 1939 we moved into the city.
14. Very truly yours
15. "What do you think" he asked "of the new law?"
16. Oh don't tell me such a foolish tale.
17. It all began long ago — on April 6 1917.
18. When we lived in Evanston Illinois we did not know that we should some day make our home in Tampa Florida.
19. Yours faithfully
20. Yes I understand your meaning at last.

3. Using Semicolons Correctly

Directions: Read each sentence carefully to decide where semicolons are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule. Semicolons are used:

- I** Between independent clauses when no conjunction is used.
 - A** Before a conjunctive adverb used to connect independent clauses.
 - C** Between co-ordinate clauses, independent or dependent, if one or more of the clauses are broken by commas — that is, internally punctuated.
1. The winter solstice occurs on December 21st the summer solstice on June 21st.
 2. He had been marching for four hours however he was now forced to take over guard duty.
 3. It is still raining very hard nevertheless I am donning boots and raincoat and keeping my appointment.
 4. Albert, who had been sitting in the corner, now addressed the group but no one, because so many were talking themselves, paid any attention to him.
 5. You have complied with all the rules therefore you are entitled to a reward.
 6. What you say makes very little impression upon me what you do tells me much about your character.
 7. There have been many labor-saving inventions, some of which are of a household nature but no one, strange to say, has been

able to invent a machine to relieve Mother of the necessity of cooking food for hungry youngsters.

8. Millions of Americans have bought war bonds consequently they will have a source of income after ten years.
9. You have neglected to fill in all the requested information furthermore you have entirely overlooked one page.
10. Don't quarrel with your friends life is too short for anger.

4. Using Apostrophes Correctly

Directions: Read each sentence carefully to decide where apostrophes are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of each sentence, the key letter given to identify the rule which applies to that sentence. Apostrophes are used:

P To show the possessive case.

O To show omission of a letter or letters.

L To indicate the plural of letters and figures.

1. Whats all the noise about?
2. Theyll never be able to find the answer without your help.
3. Dickens boyhood was full of hardship.
4. Have you finally learned to cross your *ts* and dot your *is*?
5. The musicians coats were hanging in the anteroom.
6. Joyces brother is now wearing service stripes.
7. If you have two *ks* in your outline, you have made a mistake in copying it.
8. The childrens favorite game is cops and robbers.
9. Its been a long time since you promised to visit me.
10. A persons wishes should be consulted before he is invited to join the club.

5. Using Quotation Marks Correctly

Directions: Read each sentence carefully to decide where quotation marks are needed. Show that you know where to insert them by writing on your answer sheet, beside the number of each sentence, the key letter given to identify the rule which applies to that sentence. Quotation marks are used:

D To enclose the direct words of the speaker.

T To enclose the title of a magazine article, poem, chapter of a book, a song, a short story.

S In single form to enclose a quotation within a quotation.

1. All he said was, I think you had better look at that more carefully.
2. Coming to the platform she said that she would read a chapter called A Cold Night from *Adrift on an Icepan*.
3. After hearing your story, I told her, I feel that I must help the Red Cross at once.
4. The book containing the story The Garden Party seldom remains long on the library shelf.
5. Then he began, I heard you say, This is a queer sort of a haunted house.

6. Using Colons, Dashes, and Parentheses Correctly

Directions: Read each sentence carefully to decide which mark is needed. Show that you know where to insert them by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

C A colon is used before a formal enumeration, statement, or quotation.

D A dash is used to show an abrupt break or change in the thought or to set off strongly parenthetical expressions.

P Parentheses are used to set off explanatory matter which does not belong to the structure of the sentence proper.

1. That young boy though it is hard for you to believe it now was once too crippled to walk.
2. We aim at our school to accomplish these things to have everyone go out for one sport, to have everyone take the course which fits his needs, and to have everyone pursue one non-athletic extra-curricular activity.
3. Then our brother we called him Bud showed us how to mend the apparatus.
4. If you go to school early by the way, did you get an early morning pass?
5. The subject for debate was Resolved, that students should participate in school government.

7. Using Capitals Correctly

A. Directions: Read each sentence carefully to decide where capital letters are needed. Show that you know what words

to capitalize by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

N A proper noun is capitalized; a common noun is not capitalized.

Q The first word of a direct quotation is capitalized.

S The first word of a sentence is capitalized.

L The first word of the salutation and of the complimentary close in a letter is capitalized.

T A title which immediately precedes a proper name is capitalized.

1. May called across the room, "have you seen our friend in the audience?"

2. what we heard surprised us more than what we saw.

3. sincerely yours,

4. For many years our physician has been doctor Martin.

5. When I was a boy I visited both Chicago and Washington.

6. my dear John,

This is my first letter to you.

7. Mrs. Appleby, have you met lieutenant White?

8. My father was always a democrat but his brother is a staunch republican.

9. On last Sunday at five o'clock we listened to the symphony concert.

10. This is how it begins: "the earth is the Lord's."

B. Directions: Read each sentence carefully to decide where capital letters are needed. Show that you know which words to capitalize by writing on your answer sheet, beside the number of the sentence, the key letter given to identify the rule.

S Names of sections of the country are capitalized.

A Adjectives derived from proper nouns are capitalized.

P The first word in a line of poetry is capitalized.

M *Mother, father*, and other words of relationship, when used in place of proper names, are capitalized.

I The pronoun *I* is always capitalized.

D Names referring to the Deity are capitalized.

1. The american Revolution occurred in the eighteenth century, the english Civil War was more than a century earlier.
2. What do you think, mother, of my plans?
3. These scenes are typical of the deep south.
4. Browning wrote: "oh, to be in England now that April's there."
5. My uncle has always been interested in chinese art.
6. "The lord is my shepherd, I shall not want."
7. Whatever you say, i cannot believe that.
8. The people in the east feel closer to Europe than those in the west.
9. "build thee more stately mansions, O my soul."
10. Oh look, father, the car has started going down hill.

CHAPTER IV

Increasing Mastery of Current Usage

You may wish to take fascinating candid-camera shots, action pictures, or angle perspectives, but your wishing will not do you much good if you cannot use your camera skillfully. The first thing any craftsman must learn to do is to handle his tools competently. In writing, the sentence is a tool of major importance. However, the most magnificently conceived sentence is a failure if it is ungrammatical. Bad grammar, like an out-of-focus picture, is the sign of shoddy craftsmanship.

This unit will enable you to eliminate those errors of usage which weaken your speech or writing. The pretest will show you which items you need to practice most. You should aim at complete mastery in these matters of current usage and not be satisfied with anything less.

TEST IV. MASTERY OF CURRENT USAGE (FORM A)

1. Using Verb Forms Correctly

Directions: On your answer sheet write the number of each sentence and beside it the letter which corresponds to the word needed to fill the blank.

1. Julia would have ____ a bright blue.
a. chose b. chosen
2. The exercises ____ promptly.
a. began b. begun
3. Rover had ____ everything in the cat's dish.
a. ate b. eaten
4. Our new employer expects to ____ us have an extra holiday.
a. leave b. let
5. We ____ across the bay yesterday.
a. swum b. swam
6. Is that all you've ____?
a. wrote b. written

7. They danced and ____ all night in the apartment overhead.
a. sang b. sung
8. If you hadn't spoken, I might have ____ over the cliff.
a. fell b. fallen
9. They wouldn't even ____ us go boating on Sundays.
a. leave b. let
10. The old dog ____ in the shade under the bushes.
a. lay b. laid
11. Don't you want to go and ____ down?
a. lie b. lay
12. You must have ____ on the damp ground too long.
a. set b. sat
13. When the curtain ____ we saw an ancient forest.
a. rose b. raised
14. Please ____ down and tell me all about it.
a. sit b. set
15. He ____ himself slowly from the ground.
a. raised b. rose

2. Using Correct Tenses and Moods

Directions: On your answer sheet copy the number of the sentence and beside it the letter which corresponds to the verb form needed to fill the blank.

1. She said she ____ be able to come for my birthday.
a. may b. might
2. William Harvey first proved that the blood in the human body ____.
a. circulates b. circulated
3. During the drought in August the shrubbery which we ____ in the spring all died.
a. planted b. had planted
4. I should have preferred to ____ at home.
a. stay b. have stayed
5. They asked if I ____ help decorate for the party.
a. will b. would
6. I wish I ____ an expert ice skater.
a. was b. were
7. I ____ a fast ride in a speed boat if I had an opportunity.
a. should enjoy b. do enjoy
8. What would you do if I ____ your sister?
a. was b. were

9. He would admit his guilt if he ____ completely honest.
 a. was *b. were*
10. I move that the committee's report ____ accepted.
 a. be *b. is*

3. Making the Verb Agree with Its Subject

Directions: On your answer sheet copy the number of each sentence and beside it the letter which corresponds to the verb needed to fill the blank correctly.

1. She ____ seem to know what to do in an emergency.
 a. don't *b. doesn't*
2. Jack is one of the best band leaders who ____ ever been in this school.
 a. have *b. has*
3. Yesterday I saw Mr. Smith who, with his two sons, ____ visiting in Baltimore.
 a. were *b. was*
4. Both of us ____ growing older.
 a. was *b. are*
5. Not one of us boys ____ invited to Jane's party.
 a. were *b. was*
6. Not more than one of the firemen ____ hurt.
 a. were *b. was*
7. Neither of your answers ____ correct.
 a. are *b. is*
8. Each of these boys ____ a desirable candidate for the student presidency.
 a. are *b. is*
9. The general, accompanied by his aide, ____ admitted to the White House.
 a. was *b. were*
10. His selection of books, paintings, and furniture ____ excellent.
 a. were *b. was*
11. Neither Mary nor her sisters ____ going today.
 a. is *b. are*
12. Land granted to railroads ____ rich in minerals.
 a. were *b. was*
13. There ____ David and Henry now.
 a. comes *b. come*
14. Neither Frank nor John ____ here to help fix the stage.
 a. are *b. is*

15. ____ one of you boys been here earlier today?
a. haven't b. hasn't

4. Making Pronouns Agree with Their Antecedents

Directions: On your answer sheet copy the number of each sentence and beside it write the letter which corresponds to the pronoun needed to fill the blank correctly.

1. Everyone must know ____ lines by one week from today.
a. his b. their
2. Someone has forgotten ____ gloves.
a. their b. his
3. Neither Jane nor she seems able to do ____ own planting.
a. their b. her
4. Anyone going out today will need ____ raincoat.
a. his b. their
5. Each of the skaters exhibited ____ skill in fancy skating.
a. his b. their
6. When the homesteader traveled in wagons, ____ met many difficulties.
a. they b. he
7. Everyone was told to avail ____ of the parking privileges.
a. themselves b. himself
8. All the drivers protected ____ by carrying heavy accident insurance.
a. himself b. themselves
9. Everyone who is interested must fill out ____ own application.
a. their b. his
10. Every one of these cheer leaders used ____ megaphone constantly.
a. their b. his
11. All members of the class were to bring ____ books today.
a. his b. their
12. No one has brought ____ money for the Welfare Committee.
a. their b. his
13. Either of your sisters may do ____ work in this office.
a. their b. her
14. Has each of the boys finished ____ drawing?
a. his b. their
15. All of the boys did ____ best to have a winning team.
a. his b. their

5. Making the Reference of Pronouns Clear

Directions: On your answer sheet copy the number of each sentence and beside it the letter corresponding to the phrase which corrects the error in the reference of the pronoun.

Read each sentence aloud as you have corrected it.

1. My hat was taken, which made me angry.
 - a. and made me angry
 - b. a theft which made me angry
2. Alice wished to see the Princess, but she could not because she was so little.
 - a. because the Princess was so little
 - b. since they were so little
3. He was very unhappy, which worried his mother.
 - a. a fact that worried his mother
 - b. and his unhappiness worried his mother
4. The boys often work in the school office when they are busy.
 - a. when their help is needed
 - b. when they need help
5. In the book it tells of a woman who manages the show business after her husband's death.
 - a. It tells in the book
 - b. The book tells
6. The American Club in London is well supported by their countrymen.
 - a. by the American people
 - b. by its countrymen
7. Elaine asked her father to send her to Camelot and he granted it.
 - a. it to her
 - b. her request
8. John was very brilliant, which made him conceited.
 - a. Because he was very brilliant John was conceited.
 - b. that made him conceited
9. Henry asked Theodore where his money was hidden.
 - a. "Where is your money hidden?"
 - b. where they had hidden the money
10. I went fishing but caught only a few of them.
 - a. only a few
 - b. only a few fish

6. Using Correct Cases of Pronouns

Directions: On your answer sheet write the number of the sentence and beside it the letter corresponding to the case of the pronoun needed to complete the sentence.

1. The money was to be divided among six other boys and ____.
a. I b. me
2. Uncle gave us, Tom and ____, some money for the trip to New York.
a. I b. me
3. ____ did you say saw Mary and me yesterday?
a. who b. whom
4. ____ did you ask for?
a. who b. whom
5. My aunt gave the opera tickets to John and ____
a. her b. she
6. Eloise gave Joan and ____ tickets to the concert.
a. I b. me
7. What made you think it was ____?
a. they b. them
8. Mr. Jones recommended both Mary and ____.
a. I b. me
9. That woman isn't young enough to be ____.
a. her b. she
10. He is older than ____.
a. I b. me
11. Muriel was as vexed as ____ but she didn't show her irritation.
a. we b. us
12. Bertha urged her sister and ____ to go with her.
a. I b. me
13. Some of ____ fellows went fishing.
a. we b. us
14. If anyone is late it will be ____.
a. she b. her
15. She was frightened by ____ following her.
a. him b. his

7. Using Adjectives and Adverbs Correctly

Directions: On your answer sheet copy the number of the sentence and beside it the letter corresponding to the word needed to complete the sentence.

1. Do you like ____ kind of nuts?
a. that b. those
2. I'll take a half pound of ____ chocolate-covered nuts.
a. them b. those
3. It was so dark you ____ hardly see your hand before your face.
a. could b. couldn't
4. You needn't ____ invite us again.
a. never b. ever
5. He is much the ____ of the two boys.
a. cleverer b. cleverest
6. It was the most ____ affair I've ever attended.
a. stupid b. stupidest
7. We ____ had a dull evening.
a. sure b. surely
8. We could ____ have beaten them by a bigger score.
a. easy b. easily
9. He always sounds too ____.
a. boastful b. boastfully
10. She looks remarkably ____ after such an illness.
a. well b. good

8. Using Modifying Phrases Correctly

Directions: On your answer sheet copy the number of the sentence and write C (correct) if the sentence is well-constructed with respect to its modifying phrases; rewrite any sentence in which a modifying phrase is wrongly used.

1. Recovering the ball, a touchdown was scored by the quarter-back.
2. He passed the examination, caused by excellent preparation.
3. After circling once or twice, the plane landed safely in our pasture.
4. A magician does some of his tricks by focusing the attention of the audience exactly where he wants it.
5. Accustomed to all sorts of hardships, fatigue was unknown to those athletes.
6. By climbing a tree, we could see the whole football game.
7. Riding in the airplane, the fields looked like a patchwork quilt.
8. Rowing a mile up the river, a camp was reached.

9. After combing your hair, a peek in the mirror will reveal curls and waves.
10. Finding him completely restored to health, his mother was delighted.



1. Using Verb Forms Correctly

KNOWING PRINCIPAL PARTS

Many errors in the use of verbs are due to misuse of the principal parts. Review pages 24–26.

The past participle (third principal part) is the form to be used with auxiliary verbs (forms of *have* and *be*) in forming the perfect tenses and the passive voice. The past tense (second principal part) should *never* be used with such auxiliary verbs.

Exercise 1: In the following sentences choose the correct form from those in parentheses and write it in your notebook after the sentence number.

1. The prisoner was sentenced to be (hung, hanged).
2. The program had (begun, began) before we arrived.
3. We could have (gone, went) just as well as not.
4. I should have (chose, chosen) a lighter color.
5. On Christmas morning I was (woke, waked) at sunrise by the ringing of bells.
6. Camp was made and tea was prepared and (drank, drunk).
7. We left just as they (came, come).
8. Mary was used to having every luxury (gave, given) her.
9. The traveler had not (rode, ridden) a mile before he met a robber.
10. He ought to have (known, knew) better than that.
11. The boy said that he had (took, taken) only one egg from each nest.
12. He wanted to find out whether the bell had (rang, rung).
13. That evening we gathered around the camp fire, where we (sang, sung) songs.
14. After we had (rode, ridden) about five miles, we stopped to water the horses.
15. One of our athletes has (broken, broke) the state record for the high jump.
16. The bell had (rang, rung) before I could reach the class.

17. He had (wrote, written) a letter of application.
18. I don't think I have ever (drank, drunk) anything that tasted so good.
19. The pilot has already (flew, flown) three thousand air miles.
20. I don't believe that I have ever (went, gone) to the park.

KNOWING TRANSITIVE AND INTRANSITIVE VERBS

Other verb errors are caused by confusing transitive and intransitive verbs which have similar forms. Review pages 17-19.

Exercise 2: The verb *lay* (*laid, laid, laying*), meaning to *place* or to *put*, is transitive and takes an object; the verb *lie* (*lay, lain, lying*), meaning to *recline*, is intransitive and does not take an object. In your notebook, beside the number of each sentence, write the word needed to fill the blank correctly. Give your reason.

1. Do not ____ on that damp ground.
2. She ____ the book where it had ____ for several days.
3. The poor child has ____ in that hospital bed for almost a year.
4. I will ____ the Bible in its usual place.
5. ____ down for a while and you will feel better.
6. The paper ____ on the floor all day, but no one attempted to pick it up.
7. Santa has ____ each present carefully under the tree.
8. She was ____ on the sofa when the butler announced a visitor.
9. We then ____ the rug on the floor where it belonged.
10. Fido ____ cuddled up by the fire.
11. The nurse has ____ the baby in his crib and will see that he ____ all night with the covers over him.
12. Because she complained of a headache, she was permitted to ____ down.
13. Last week I ____ my scarf on the piano where it has been ____ ever since.
14. The dress which was ____ out on the bed is the one you should wear today.
15. Never ____ on the damp ground.
16. These papers were ____ on my desk.
17. Marlene spent her holidays ____ in bed with a fever.
18. The boy told Rover to ____ down; but the poor dog ____ right on our rose bush and crushed the buds.
19. I ____ my hat on the desk but now it is not ____ there.
20. Pussy ____ by the warm fire all day.

Exercise 3: *Sit* follows the same rules as *lie*; *set* follows the same rules as *lay*. *Sit* (*sat, sat, sitting*) is intransitive, except in a few meanings; *set* (*set, set, setting*) is transitive, except in certain idioms. Usually you can test *set* by substituting the verbs *place* or *put*. In your notebook, beside the number of each sentence, write the correct form needed in the blank.

1. The little dog ____ out on the steps all night waiting for some one to let it in.
2. Little Florence had learned to ____ the table.
3. You must not ____ on that chair because it is broken.
4. The farmer ____ the hen on the eggs where she has ____ now for four days. (*Set*, meaning to *brood*, is intransitive.)
5. Unlucky is the boy who ____ in that sewing basket by mistake.
6. When we were ____ on the porch, the gardener ____ out the new bulbs.
7. The plants were ____ out too early.
8. They knew they were ____ out on a long journey. (*Set* is intransitive in this idiom.)
9. The boys who were not playing were ____ on a long bench.
10. Ellen ____ in the front seat of the car.
11. Will you please ____ down here while I ____ the coffee pot on the stove.
12. The coffee pot was still ____ on the stove an hour later, but the gas was not turned on.
13. Can't you ____ still a minute?
14. I have ____ here and waited long enough.
15. The sun was ____ in a bank of clouds. (*Set* is intransitive in this idiom.)

Exercise 4: *Rise* (*rose, risen, rising*) is intransitive; *raise* (*raised, raised, raising*) is transitive. You *raise* your hand in school, but you *rise* when you recite. In your notebook, beside the number of each sentence, write the correct form of *rise* or *raise* needed in each sentence.

1. She ____ with a cry of alarm when the bell rang.
2. Please ____ the blinds.
3. Don't let the children ____ early.
4. I am sure that she ____ too late to see the sun come up.
5. Mary ____ the curtains to let in the sun.
6. Watch the dough ____.

7. John ____ and offered the lady his seat.
8. Don't answer until you have ____ your hand.
9. The yeast ____ the dough.
10. He ____ immediately whenever a woman entered his office.
11. ____ the window please so that we may enjoy the cool breeze.
12. We have ____ at six-thirty for so many months that now we awake automatically.
13. Why does he ____ so early?
14. Can you ____ this window?
15. He always ____ and offers his seat when a woman enters a crowded street car.

Exercise 5: *Let* means to *allow* or *permit*. *Leave* means to *go away from* or *abandon*. In your notebook, beside the number of each sentence, write the proper verb form needed in each blank.

1. My father will not ____ me travel alone.
2. We planned to ____ the house in the early morning.
3. Do your own work and ____ me alone.
4. ____ her come into the house out of the rain.
5. ____ the book at the library as soon as possible.
6. He will not ____ anybody touch his sore paw.
7. Has the bus ____ yet?
8. ____ the basket alone; please don't touch it again.
9. Will your older sister ____ you wear her new hat?
10. We must ____ this pleasant spot until next season.
11. Don't ever ____ anyone harm a helpless bird.
12. She ____ me peep into the box and I saw two shining, bead-like eyes staring at me.
13. ____ all the packages on the table and ____ nobody come in.
14. Will you ____ me give you a piece of cake?
15. Please ____ at once.

2. Using Correct Tenses and Moods

SEQUENCE OF TENSES

Use tenses to indicate accurately the time you have in mind. In general, the tenses of verbs in subordinate clauses and verbal phrases depend on the tense of the main verb. The following special rules are helpful:

1. With the past tense use the past perfect for action preceding the time of your narrative.

Example: The rains which we *had* long *hoped* for began in September.

2. In indirect quotation, after the past tense, use *could*, *would*, *should*, and *might*; not *can*, *will*, *shall*, and *may*.

Examples: He said he *might* come over this evening.
They assured me they *couldn't* fail.

3. Use the present tense in stating a general truth, even in a subordinate clause.

Examples: The earth *is* round.
The voyage of Columbus helped to prove that the earth *is* round.

4. When using an infinitive, do not use the *have* of the perfect tense twice.

Examples: I should like to *have* been there; *or*
I should *have* liked to be there. (*Not:* I should have liked to have been there.)

Exercise 6: In your notebook, beside the number of each sentence, write the correct tense of the verb needed to complete the sentence and name the tense.

1. When Henry entered college he (worked, had worked) three summers to earn his tuition.
2. They agreed that almost everyone (enjoys, enjoyed) the outdoors in the autumn.
3. The intention was that the electric clock (shall ring, should ring) a bell at the close of each period.
4. When the carpenter stopped work at half past four he (has put, had put) in eight hours.
5. It is generally believed that the Quiz Kids (know, would know) all the answers.
6. After she (went, had gone) to market in the morning, she baked a cake.
7. I should have liked to (enjoy, have enjoyed) Dr. Smith's cabin on the shores of Lake Superior.
8. When the mailman comes he (may, might) have a letter for us.
9. Just as the sun (rose, has risen) I heard the air raid alarm.

10. Before Henry made a touchdown, we (had felt, have felt) quite hopeless.
11. Before I knew her, my sister-in-law (lived, had lived) for a number of years in the West.
12. We had long wanted to (hear, have heard) Robert, our talented pianist, play.
13. I thought that by the end of that week I (may complete, might complete) the task.
14. After I (complete, had completed) my telephone call, another girl enters the booth.
15. Everyone has told me the picture (is, was) amusing.

THE SUBJUNCTIVE MOOD

Review pages 32–33 and note especially for what purpose the subjunctive mood is used.

Do not get the notion that every condition requires the subjunctive.

Indicative: If I am there, I shall raise objections. (Condition implying that I may be there)

Subjunctive: If I *were* there, I should raise objections. (Condition contrary to fact: I am not there)

Exercise 7: In the following sentences, choose the correct form from those in parentheses. Write it in your notebook after the sentence number; also write whether it is indicative or subjunctive and why.

1. If he (was, were) at school today, he must have seen the flag at half-mast.
2. If that car (was, were) mine, I should sell it.
3. If he (hold, holds) himself erect, his clothes fit better.
4. How I wish I (was, were) old enough to vote.
5. If I (was, were) a good athlete, I should try out for the team.
6. If she (means, mean) what she says, our worries are over.
7. If this (was, were) true, we should be delighted.
8. Would that I (were, was) twenty.
9. Though he (was, were) my brother, I would not give false testimony to save him.
10. If I (was, were) in your place, I should take advantage of this unusual opportunity.
11. It seemed as if the cloud (was, were) made of silver.

12. I wish this terrible war (was, were) at an end.
13. I don't know what I should do, if you (was, were) here.
14. If I (was, were) you, I should accept the invitation to the party.
15. I move that the motion (be, is) amended as follows.
16. If I (were, was) you, I'd go with John tomorrow.
17. I certainly wish I (was, were) going to the game with you.
18. I insist that they (be, are) warned.
19. O that peace (was, were) here!
20. I certainly do wish that I (were, was) through with that test.

3. Making the Verb Agree with Its Subject

5. A verb must agree with its subject in person and number.

In order to obey this rule you must know whether a subject (noun or pronoun) is singular or plural and whether it is in the first, second, or third person (speaker, person spoken to, or person spoken about). Review pages 35–40.

Exercise 8: Test your understanding of this rule by telling the person and number of each subject and verb in the following paragraph.

Baby Louise has so much time to waste. She sits in her carriage “goosing” at nothing and enjoying the sun and the sweet breezes. One of her rattles lies at her feet and she occasionally reaches for it and gives it a shake or two. But my life — how different it is! Lessons are to be studied; dusting must be done; stockings have to be mended. I cannot find time to enjoy the balmy air and to be lazy.

The rule of agreement between subject and predicate holds good no matter where the subject stands or what words, phrases, or clauses intervene between subject and verb.

Examples: There *are* reasonably good *facilities* for recreation near at hand. (The subject is *facilities*.)

The *vice-president*, together with his staff of assistants, *occupies* the next office suite. (The phrase following the subject does not change the number of the verb.)

If you are uncertain about finding the subject, review pages 9–17.

Exercise 9: The following sentences violate the rule of agreement between subject and verb. In your notebook,

beside the number of the sentence, write the simple subject, give its number and person, and then write the correct form of the verb.

1. On the lawn of the duke's palace is seated two pretty young women.
2. An individual's chances for surviving a bombing is almost one hundred per cent if the necessary precautions are taken.
3. There was no wars, no religious struggle for many years.
4. She don't recognize me when she meets me.
5. There has been taxes put on many types of recreation.
6. Our modern methods of living has helped to make this an interesting period in which to live.
7. Within the church is rows of pillars separated by round arches.
8. Then, of course, there always appears several jokes.
9. Because there was great fields of grass in the West, cattle raising became a leading industry.
10. The array of blossoming trees, green grass, and brightly colored flowers are proof that spring is here.
11. Across his back was two bleeding wounds.
12. The problem of the races go back to the year 1619.
13. There's several things that keep my attention from my work.
14. One of the greatest influences on the minds of the people are the moving pictures.
15. Mr. Jackson's terms as mayor is described by an excellent writer of the *Sun* staff.

SPECIAL RULES OF AGREEMENT

There are a few problems of agreement which call for special rules. Study the following:

6. The indefinite words *each, every, either, neither, everyone, anyone, nobody, person, etc.* are singular and require singular verbs.

All, none, more, some may take either a singular or a plural verb, according to their meaning in the sentence.

- Examples:* Each of them *was* responsible.
 Some of that group *have* escaped.
 None of them *was* (or *were*) hurt. (Not one or not any)
 All of us *are* going.
 All of the paste *has* been used.

7. A collective noun, such as *school, class, committee, jury, number*, may take either a singular or a plural verb, depending on whether the group is thought of as a whole or as individuals.

Examples: The committee *has* prepared a full report.

The committee *do* not agree about the kind of report needed.

8. Nouns such as *news, physics, mathematics, politics*, which are plural in form but singular in meaning, take a singular verb.

Such nouns include those which designate a sum or quantity as a unit; for example, *fifty cents, ten gallons*.

Examples: The news *is* good.

Fifty cents *was* all I had.

9. A compound subject consisting of parts joined by *and* usually requires a plural verb, but when the parts refer to the same person or have some other close relation, they may take a singular verb.

Example: Father's old friend and partner *is* ill. (Same person)

Also, if the parts of the compound subject are modified by *each, every*, or *no*, a singular verb is required.

Example: Every branch and twig *was* outlined with frost.

10. A compound subject consisting of parts joined by *or* or *nor* requires a singular verb if each part is singular; if the parts differ in number or person the verb agrees with the subject nearer to it.

Examples: Neither he nor she *is* here.

Either he or you *are* going.

This latter awkward construction can often be avoided by substituting: Either he *is* going or you *are*.

11. The verb agrees with a relative pronoun used as subject, and the relative pronoun takes the number and person of its antecedent.

Example: She is one of ten students who *have* just transferred from Hillcrest High School. (The verb is plural because its subject *who* has a plural antecedent, *students*.)

Exercise 10: Each of the following sentences violates one of the special rules of agreement. In your notebook write the correct form of the verb after the sentence number and indicate by letter which rule governs the case.

1. Each of these men desire to run a country in a purely selfish way.
2. Every one of Robin Hood's men were ready to attack the enemy.
3. The jury have reached a unanimous decision.
4. Mathematics are difficult for me.
5. The crowd was beginning to whistle and stamp their feet.
6. Elizabethan drama and music was kept alive by a small group of poets.
7. During the eighteenth century social life and literature was centered around the coffee houses.
8. Neither Mary nor her aunt are coming for the party.
9. Either John or his brothers is to blame.
10. The light and heat of the sun causes crops to grow.
11. Neither Clayton nor I were interested in the unit on modern poetry because we don't like poetry.
12. Every one of those poems were in the same book.
13. Macbeth is one of the three murderers who is at the gate.
14. An old friend and neighbor of ours are visiting us.
15. Every one of the boys are expected to be working on his problem.

Exercise 11: Remember that a verb must agree with its subject in number and person. In your notebook, beside the number of each sentence, write the correct form of the verb. Be prepared to explain why you made the change. If either of two forms is correct, write both.

1. Each of those boys were in the game.
2. Neither Sam nor Frank are invited.
3. The courage of the captain and the soldiers were admirable.
4. Her mother, as well as her physical education teachers, have no objection to Mary's swimming.
5. Three thousand five hundred persons representing fifty countries has written for the *Encyclopedia Britannica*.
6. Accurate data is needed to prove the point.
7. Birds that nest on the ground resembles leaves and grasses.
8. That don't make any difference.
9. This encyclopedia, of all our books, are most useful in preparing reports.

10. Neither of your reasons are valid.
11. Gradually rising ridges and volcanoes alone varies the monotony.
12. Parts of the speech was entertaining.
13. Here the derelicts of ages past has found a quiet, changeless haven.
14. One of my brothers were helping me.
15. On the ocean floor, enveloped by darkness and weighed down upon by stagnant water, animal life of former ages live in peace.
16. Not more than one of the firemen were hurt.
17. Neither of those answers are correct.
18. Each of those boys are a possible leader.
19. In the hall was a chest, a hatrack, and three fur coats.
20. Some of the books was damaged.

Exercise 12: Follow the directions for Exercise 11.

1. Not one of us have improved under his coaching.
2. Haven't one of you boys reported here before?
3. The property, including the two houses and twenty acres of garden land, were sold at public auction.
4. This machine with all of its parts sell for \$1000.
5. There was several questions that should have been answered.
6. A swarm of bees were settling on the tree.
7. Neither the pilot nor his mechanic were in the accident.
8. Not one of the boys have finished.
9. One of the boys who was with us hurt his leg.
10. The General, accompanied by his aide, were admitted to the White House.
11. His selection of books, paintings, and other materials were excellent.
12. Land granted to railroads were rich in minerals.
13. There comes David and Henry now.
14. Neither Frank nor John are here to help with the program.
15. The blue heron stands on one leg and look like a weather-beaten stick.
16. Not one of our ships were lost.
17. Judy found the scissors which was left on a low table.
18. The class as a whole were disappointed in the appointments.
19. The news flashed on the screen at intervals were depressing.
20. Either she or you is wrong.

Exercise 13: Select the correct form from the two given in parentheses, and write it in your notebook, beside the

number of the sentence. Be able to give the rule which governs your choice.

1. Every one of the boys (is, are) expected to be working on his problem.
2. Babe Ruth is one of those players who (have, has) given many years to our great national game.
3. Two and two (is, are) four.
4. Twice as much (is, are) too much.
5. Henry, who is a lawyer, is not so old as I, who (is, am) also a lawyer.
6. A number of men (was, were) discharged.
7. Three-fourths of sixty (are, is) forty-five.
8. I know that either Tom or Harry (is, are) on the team.
9. He is one of the boys who (was, were) chosen.
10. Neither Tom nor his partner (have, has) returned yet.
11. This is one of the boys who (was, were) sent to help us.
12. Either John or Bill (were, was) supposed to help you and me.
13. The purpose of these five news articles (is, are) plain to all of us.
14. Harry is one of the boys who (have, has) helped me.
15. Neither Neil nor James (has, have) helped you and me very much.
16. In this room (was, were) a bed, a chair, and a walnut table.
17. Each of these athletic teams (is, are) coached by a different teacher.
18. John, as well as Mary, (are, is) coming early tomorrow.
19. Neither Mary nor the other girls (was, were) on time.
20. It's the heartaches, the experiences, the joys that really (counts, count).

Exercise 14: Follow directions for Exercise 13.

1. Every one of the members (wishes, wish) to get a pass for the play.
2. Each of the girls (have, has) promised to bring a donation for the Valentine party, which one of us (plan, plans) to sponsor.
3. None of the sentences (seem, seems) to please me. Some of them (appear, appears) to be too long; and some, too short.
4. Neither of the answers (is, are) right, but everybody in the group (know, knows) that the correct one can be found by careful figuring.
5. How (was, were) you planning to let me know your decision?
6. Geraldine and her cousin (has, have) come to spend the weekend at our house.

7. Either the president or the vice-president (take, takes) charge of the meeting.
8. William (don't, doesn't) care for tennis as much as for soccer.
9. Mrs. Tucker with her two assistants (work, works) all day in the next room.
10. One of these girls (don't, doesn't) understand the use of the new business machine.
11. Using new recipes (do, does) not always produce better meals.
12. She is one of the most attractive girls who (has, have) ever gone to this school.
13. Either you or I (are, am) right.
14. The audience (was, were) of different opinions as to the sincerity of the speaker.
15. A number of accidents (has, have) occurred at this corner.
16. Mathematics (is, are) easy to me.
17. The jury (has, have) not yet reached a decision.
18. Everybody in our group (is, are) willing to work for the Community Fund.
19. Physics (is, are) studied in the junior year of high school.
20. My family (expect, expects) to move in June.

4. Making Pronouns Agree with Their Antecedents

12. A pronoun must agree with its antecedent in person, gender, and number.

The antecedent, as you will remember, is the word to which the pronoun refers. Review pages 37–40.

Exercise 15: In your notebook, beside the number of each sentence, write the correct pronoun for the sentence. Give its antecedent and its person, gender, and number. Choose also the correct form of the verb, where a choice is given.

1. Every boy in our class has (their, his) initials on (their, his) sweater.
2. If any person in this room can suggest a better answer (they, he) should raise (their, his) hand.
3. Then we noticed that nearly everybody present was wearing (his, their) athletic togs.
4. Either of the girls whom you have chosen will speak (their, her) part before the judge.
5. Everybody should learn to control (his, their) temper while (he, they) (is, are) young.

6. All the cats in the neighborhood have congregated on our back fence, and each seems to be howling at the top of (their, its) voice.
7. One of my friends had brought (their, his) tennis racket to the park.
8. We arrived just in time to see everybody helping (themselves, himself) to the refreshments on the table.
9. Everybody has (his, their) pencil.
10. Everyone is judged by the kind of friends (he, they) (keeps, keep).
11. Those persons had to surmount many difficulties, which (he, they) didn't run away from but stayed to overcome.
12. Every one of the men will need (their, his) car.
13. Everyone is willing and eager to help in any way (they, he) (are, is) able.
14. Someone has forgotten (his, their) gloves.
15. Each of us boys had to pay from what (we, he) had been saving.
16. Everyone will need (his, their) raincoat tonight.
17. Each of the skaters exhibited (their, his) skill in fancy skating.
18. Each of the members of the class was to bring (his, their) book today.
19. No one who has the least bit of experience in writing neglects to re-read (their, his) papers.
20. Neither Mr. Smith nor his sisters have been able to finish (his, their) shopping. (A pronoun should agree with the nearer of two antecedents.)

Exercise 16: In your notebook, beside the number of each sentence, write the pronoun needed to fill the blank correctly. Name the antecedent with which the pronoun agrees.

1. Each of the skaters was wearing ____ new skates.
2. Someone has forgotten ____ handbag.
3. Each of us had to pay for what ____ broke.
4. Everyone was instructed to do ____ own planning.
5. Everyone will need ____ raincoat tonight.
6. Nobody has offered ____ help in decorating the gym for tonight.
7. Either Esther or Nellie will bring ____ book to class and read to us about Alaska.
8. Every pupil in the school was instructed to inform ____ parents that the meeting would be held in the auditorium.
9. Some people lost ____ way while coming here and went ten miles too far.

10. Will one of you please bring ____ pass so that I can admit ____ free.
11. The customers told the salesman that ____ was at fault.
12. If any one sells ____ tickets, ____ will get one ticket free.
13. Each of the boys had prepared ____ summary in a different way.
14. As Forest Park's beautiful hedges and lawns slowly unveiled ____ to my view, I was delighted.
15. One never knows where ____ may find a treasure, for treasures are hidden in very strange places.
16. If everybody does ____ best our plan will succeed.
17. Each fellow in the class must complete ____ assignment.
18. I want everyone to bring ____ books.
19. Next the squadron hears full details about ____ objective for the flight.
20. Every boy in the class is expected to complete ____ tests today.

Exercise 17: Most of these sentences contain grammatical errors in the agreement of the pronoun and its antecedent. Find the incorrect word or words. In your notebook write the correct sentence. You may change either the pronoun or the antecedent as you prefer, and make other necessary changes in verbs and nouns. If a sentence contains no error, state why the pronoun is correct.

1. Anyone might be expected to lose their way on that trip.
(Change *anyone* to *people* or *their* to *his*.)
2. Everybody must know their lessons by Monday.
3. Somebody left their locker open and all their things are falling out.
4. When the homesteader traveled in wagons, they met many difficulties.
5. Several students have won felt letters which they may wear on their sweaters or coats.
6. Everyone was told to avail themselves of the parking privileges.
7. Everyone of the coaches protected themselves by carrying a heavy accident insurance.
8. The policeman must pass certain tests before being employed and they must be of a certain height.
9. All the men on the beach ran to offer their aid.
10. The one who did this will wish they had never heard of this place.
11. Either Mr. Smith or Mr. Jones left their work here.

12. The students entered, each with their diplomas.
13. Everyone must fill out their application.
14. Every one of those cheer leaders used their megaphone constantly.
15. No one has brought their money.
16. Has each of the boys finished their drawing?
17. Many of those who were in the crowd recognized their numbers when they were called.
18. Either of your sisters may do their work in this office.
19. Neither of the boys who went to the fair brought home their souvenirs for us to see.
20. Neither Frank nor Warren told me their plans for after the dance.

Exercise 18: Follow the directions for Exercise 17. If you change either the pronoun or its antecedent, be sure to make any necessary changes in verbs and other words.

1. Everyone had been feeling a little uneasy, knowing they were in the zone of greatest danger.
2. It is hard, sometimes impossible, for pedestrians to cross the street without getting hit if he is forced to go around the car that has pulled up too far.
3. Everyone of the students carried their books on their bicycles.
4. The girls received as favors lovely necklaces of mother of pearl with the club emblem engraved on it.
5. The American Revolution brought about a certain freedom, and everyone began writing whatever and however they liked.
6. Very few mistakes would have been made if everyone had followed the directions that they received.
7. The public has written letters which show that they are interested.
8. Every pupil in the class will need their grammar text for reference.
9. Each of the classes received their pennant.
10. Not one of those trees lost their branches during the snow storm.
11. I am sure that everyone enjoyed themselves as much as I did.
12. The crowd was breathless, each person hoping their team would win.
13. Everyone was yelling that they were hungry.
14. Everyone told us that they liked our supper.

15. In these trying times everyone should do their utmost for the government.
16. When one seeks escape from death or tragedy, they sometimes show their true character.
17. The people must realize that unless everyone puts their shoulder to the wheel, we cannot win a war.
18. Everyone should do all they can, and help any person they can, if we are to win this war.
19. A nervous person should never buy a used car, for they tax to the utmost the patience and resourcefulness of anybody.
20. If everyone could realize that by helping someone else, they also help themselves, they would co-operate more fully.
21. Every little girl likes to dress up in their mother's old dresses.
22. When it comes to describing a person, what they are and what they mean to me, I am at a loss for words.
23. There were about four hundred boys besides me, and each one was trying to get settled in their rooms in the barracks.
24. Someone had left their pocketbook.
25. No one who has the right attitude toward correctness neglects to re-read their papers.

5. Making the Reference of Pronouns Clear

A personal, relative, or demonstrative pronoun should make clear reference to some definite antecedent (noun or pronoun). Review pages 37–40.

a. Do not use such pronouns to refer vaguely to a statement as a whole. Supply a definite antecedent or rephrase the sentence so that a pronoun is unnecessary.

Bad: We wished to go to California, which we did.

Better: We wished to go to California, and we were able to satisfy our desire; *or*

We wished to go to California and we went; *or*

Our desire to go to California was fulfilled.

b. Do not use pronouns in such a way that their reference is ambiguous.

Bad: George approached his friend at once, although he was very angry. (Who was angry? The sentence is not clear because the antecedent of *he* may be either *George* or *friend*.)

Better: Although George was angry, he at once approached his friend; *or* George at once approached his friend, who was angry.

c. Do not make a pronoun refer to a vague or implied antecedent.

Bad: Swimming in the icy water is fun. I take *one* every day.

Better: Swimming in the icy water is fun. I take *a swim* every day.

Bad: It says here that *they* have a mild climate in Iceland.

Better: This article states that the climate in Iceland is mild.

Note, however, exceptions to the rule above. Certain impersonal uses of *it* are correct.

Examples: It rains often. It isn't very cold. It's better to be safe than sorry.

d. Indefinite pronouns *everyone*, *each*, *all*, etc., interrogatives *who*, *which*, etc., and certain relatives, *whoever*, *whatever*, *what*, do not require antecedents.

Examples: *Everyone* was shouting.

Give this book to *whoever* comes.

He got *what* (*that which*) he asked for.

Exercise 19: Write correctly in your notebook any sentences that are incorrect. Be ready to explain the changes that you make. Do not rewrite any correct sentences.

1. I like to go to the movies, which I do once a week.
2. The story that was published in our school paper was written by my sister, which made me very proud.
3. Father has told me much about traveling, and I shall some day take one too.
4. We admit that we are happy, which is rather unusual, living on a very small income.
5. William had a sick brother, which is the reason that he cannot join our group today for soccer practice.
6. At last she told me the whole story, which gave the explanation of all we wished to know.
7. We traveled on tickets issued by the Great Western to all parts of the country, which is one of the largest railroads in England.
8. I was surprised to find that I was failing in algebra and that my grade was rather low, which is a subject I usually like.

9. Any graduate of this high school, which has a very high standing, may enter college without taking an examination.
10. Three other members of the class have volunteered to help, which encourages us greatly.
11. Miss Rolfe told Miss Walters that her class was in her coatroom.
12. Next we passed over a mountain range, which was as interesting as seeing the sprawling cities of the plain.
13. The moon rides high as we glide along, which throws a long beam of light across the water.
14. Jim made a mistake, which lost the game for him.
15. We are having dinner early this evening, which is a very good idea.
16. Elizabeth called to her mother as she was going out the door.
17. Rover has a gray object in his mouth, which looks like a rat.
18. Eloise and Margaret told their friends that they were late.
19. I took music lessons, which is a lot of fun.
20. Even though I was disappointed, I tried not to show it.

Exercise 20: Read carefully each sentence to discover whether every pronoun that needs a definite antecedent has one. Rewrite any sentence in which the reference of the pronoun is not clear.

1. Time after time Phoebe scorns her lover and then falls in love with disguised Rosalind. However, when Rosalind reveals her true identity, she consents to marry her faithful lover.
2. John told his father he had lost his watch.
3. Mary told her mother she had lost her gloves.
4. Alice wished to see the Princess, but she could not because she was so little.
5. He was very unhappy which worried his mother.
6. Drivers should not pick up hitch-hikers as it is unsafe.
7. You are out in the sun all day which helps your health.
8. I took swimming lessons which is a good thing for my health.
9. Even though I was very much pleased, I tried not to show it.
10. He told his brother that he had failed the test.
11. She was stirring something in a large pot which sent out a pleasant odor.
12. The boys went fishing and caught nine of them.
13. William told Henry that his examination marks were posted on the bulletin board.
14. Margaret told her mother she had found her gloves.

15. They have many curious animals in Australia.
16. Frederick summons Oliver to go into the forest to find his brother Orlando.
17. Oliver and Orlando, members of one of the families, quarrel over the rights of the latter.
18. When Orlando meets Frederick and tells him that he is the son of Rowland de Bois, his enemy, he banishes him from the kingdom.
19. Oliver tells Rosalind that Orlando has been wounded and she faints which makes him suspicious.
20. Oliver is sent to find Orlando which he sets out to do.

Exercise 21: Read carefully each sentence to discover whether every pronoun refers to and agrees with a definite antecedent. Rewrite any sentence in which the reference of the pronoun is not clear.

1. The small farms usually have horses to do the work, because it is cheaper than a tractor.
2. When the homesteader traveled in wagons, they met many difficulties.
3. Mary threw the ball to Jane, which was a great mistake.
4. The boys went clamming and got a pailful of them.
5. John failed in mathematics, which disappointed his mother.
6. It says that the scenery in New Zealand is wonderful.
7. He is clever, but it will not make up for his laziness.
8. He did not do well in his studies, which caused him to leave school.
9. He lent the stranger money, which was a poor plan.
10. We advanced into the ravine, which was a dangerous undertaking.
11. The bread which you ate this morning is of inestimable value to mankind.
12. When I went by the factory today, they were dismissing many of the workers.
13. The boys whistled as they entered the car, which irritated the conductor.
14. The three thousand dollars was hidden in the farmer's garage, but the thieves found it.
15. After the team rolled up a score of 13 to 0, they were defeated.
16. One should not work on Sunday, for they need a day of rest for physical as well as spiritual well-being.

17. A motor car that is efficient is a joy to any one; but when they do not operate correctly, they are pests.
18. On New Year's Day, one makes many good resolutions, but they seldom keep them.
19. William told James that his test marks were better than his.
20. He was very successful which pleased his mother.

USING SELF PRONOUNS CORRECTLY

The *self pronouns* are correctly used in only two instances:

a. As emphasis on subject or object:

I *myself* saw him.

The playwright *himself* appeared upon the stage.

Give this note to the principal *himself* and not to his secretary.

b. As reflexive object referring to the subject:

I saw *myself* in the mirror. (*Myself* refers to the subject *I*.)

Jack hurt *himself* when he fell. (*Himself* refers to the subject *Jack*.)

Never use a "self" pronoun when a regular personal pronoun will express your idea.

Wrong: Mother, Dad, George, and myself took the bus trip to Atlantic City.

Right: Mother, Dad, George, and I took the bus trip to Atlantic City.

Exercise 22: In the following sentences, explain the use of any self pronouns which are correct. Rewrite the sentences in which the self pronouns are incorrectly used.

1. Help yourself to anything on the table.
2. Jimmy and myself will attend to notifying the team.
3. I myself will take the flowers to the hospital.
4. It is impossible for one to lose oneself in those woods even in the daylight.
5. Call Dr. Woody or myself if you feel ill after dinner.
6. I will give you another chance myself if you will promise to spend more time on your work.
7. This is one opportunity that my brother and myself will not miss.
8. I do not approve of it myself.
9. I wish you would accompany Miss Evans and myself to the train on Saturday.

10. Finally, he let himself in with his latchkey.
11. Come yourself if you possibly can.
12. Between you and myself we should be able to arrange an excellent party.
13. Worrying about a raid, he disturbed himself more than us.
14. She did not read it herself.
15. She got herself and me into an extra job.
16. To lose yourself in a book is a pleasant pastime.
17. Come along with Mary and myself.
18. I myself prefer home-cooked meals.
19. What were you two doing — yourself and Mary?
20. I charged these items to myself, not to my sister's account.

6. Using Correct Case Forms

You recall that the three cases of substantives (nouns and pronouns) are as follows:

Nominative — used for subject and predicate nominative.

Possessive — used to show possession.

Objective — used as direct or indirect object of verb or verbal, object of preposition, or subject of infinitive.

Review the case forms of pronouns on page 42. Also review transitive and linking verbs, pages 17–21.

a. Remember that an appositive is in the same case as the word to which it is in apposition. The expressions *we girls*, *us boys*, etc., are forms of apposition.

Examples: Please let *us girls* do the decorating. (Subject of infinitive *do*)

It was just *we boys* playing a joke. (Predicate nominative after linking verb.)

b. Remember that in a compound subject or object, the case of the two or more nouns and pronouns is the same.

Examples: Bess, Grace, and *she* are coming. (Subject)

Julia looked at Bob and *me* with surprise. (Object of preposition)

c. Remember that an interrogative pronoun, although it stands first in the sentence, is nominative or objective according to its use.

Examples: Whom are you speaking to? (Object of preposition *to*)
Whom did you say she wanted? (Object of *wanted*)
Who do you think is going? (Subject of *is going*)

d. Remember that, in an elliptical clause introduced by *than* or *as*, the case of the pronoun depends on its use in the completed clause.

Examples: She wants to go as much as *I* (want to go).
I'd rather invite Ronald than (invite) *him*.

Exercise 23: Choose the correct pronoun from those given in parentheses and write it in your notebook beside the number of the sentence. Tell the case of each one you use.

1. I must admit that it was (I, me) hiding in the attic.
2. If you had not stopped your car, you would have run into (we, us) girls and hurt us.
3. You may get your hat and go with Nancy, George, and (I, me) to the show.
4. This is a robe for my brother and (I, me) to use in the back seat of the car.
5. If you were (me, I), should you leave the door unlocked?
6. Let (him, he) who has made no mistake be the first to criticize his neighbor.
7. Could it be (they, them) who broke the window while we were away?
8. The athletic director allowed (we, us) girls to enter the carnival, but it was (me, I) who asked permission to compete in all the games.
9. Could it have been (us, we) to whom you were beckoning?
10. For Billy and (she, her) to leave early was very inconvenient.
11. Since investigating the records, we feel sure it was (he, him) who made the plan for the old court house.
12. What a lovely gift they brought May and (me, I) from Europe!
13. We ran after (she, her) and (he, him) but we were too late.
14. It was (me, I) whom you asked to keep the package for Susie and (she, her).
15. No one here is as swift as (me, I) in typing.
16. If you think you are heavier than (me, I), stand on this scale and be weighed.
17. John enjoys pictures in an art gallery more than (her, she), but she can paint a better landscape than (he, him).

18. Our house is smaller, for we are not as wealthy as (they, them).
19. None of the visitors to the castle was more impressed than (us, we) by the huge rooms and the elaborate chapel.
20. Whether he will go with (we, us) depends upon what his mother wants him to do today.
21. To (who, whom) did you offer the ticket for the band concert?
22. (Who, Whom) do you think I am?
23. (Who, Whom) do you think you are speaking to?
24. (Who, Whom) do you think should be president of our class?
25. For (who, whom) will you vote?

Exercise 24: In the following sentences choose the correct form from the two in the parentheses and write it in your notebook beside the number of the sentence.

1. Everyone but you and (I, me) came late.
2. The contrast between (he, him) and Macbeth is marked.
3. Everyone except (she, her) applauded the speaker.
4. Like George and (she, her), you have read many of Shakespeare's plays.
5. It lies between you and (I, me).
6. Jack, between you and (I, me), we must admit John knows his subject.
7. The principal is recommending a young man with (who, whom) you are sure to be pleased.
8. Between you and (I, me), I think our team will win.
9. This must remain a secret between you and (I, me).
10. I believe that he will not be able to go with Tom and (I, me).
11. It looks as if you might catch up with Bill and (they, them).
12. Everybody was there except Harry, Bob, and (he, him).
13. Everyone was already there except my father, brother, and (I, me).
14. He had gone with the other fellows and (I, me) to the pool.
15. Just between you and (me, I), our team is not good.
16. (Whom, Who) did you take me for?
17. (Who, Whom) did you say that book belongs to?
18. I sent invitations to both you and (they, them).
19. Everyone except Mary and (I, me) has resigned.
20. Has a satisfactory arrangement been made between you and (he, him)?

CASE OF RELATIVE PRONOUNS

The case of a relative pronoun depends on its use in the clause in which it stands.

Review subordinate clauses, pages 69–82, and cases of pronouns, page 42.

- Examples:*
- a. The Jeffersons are the people to *whom* we rented the house. (*Whom* is the object of the preposition *to*.)
 - b. Was it she *whom* you met while shopping? (*Whom* is the object of the verb *met*.)
 - c. It is I *who* sent the request to the principal. (*Who* is the subject of the verb *sent*.)
 - d. At last we knew *who* had played that trick on the janitor. (*Who* is the subject of the verb in the clause *who had played*. This clause is the object of the verb *knew*.)
 - e. It was Mary *who* we thought was competent to fill the position. (*Who* is the subject of the verb *was* in the clause *who was competent*. This clause is the object of the verb *thought*.)
 - f. Is that the boy *whom* you said we saw on Friday? (*Whom* is the object of the verb *saw*. The clause *whom we saw* is the object of the verb *said*.)
 - g. We want *whoever* rents the house to be happy in it. (*Whoever* is the subject of the verb *rents* and the clause is subject of the infinitive *to be*.)

Your difficulty will lie in such sentences as e and f. In each of these sentences there is an inserted clause which may confuse you. If in sentence e you read *we thought* as though the words were parenthetical, you will easily see that *who* is a subject. Do the same with *you said* in sentence f.

Exercise 25: Choose the correct form of *who*, *whoever*, or *whom*, *whomever* to fill each blank, and write it beside the number of the sentence in your notebook. State how the pronoun is used in the clause and how the clause is used in the sentence.

1. We are offering a free ride to ____ buys five tickets.
2. It was not father ____ we thought was playing Santa Claus but Mr. Whittle, ____ lives across the street.
3. Would you believe that I am the girl with ____ you played six years ago?

4. Do not accept an invitation from anyone ____ you do not know.
5. The whole team, with the exception of Gale, ____ we knew was with the coach, waited for the bus.
6. Anyone ____ you think is eligible for the scholarship may take the examination when you do.
7. At our Hallowe'en party nobody knew ____ was ____.
8. Standing by my suitcase were the very people ____ we had met in Italy and ____ had shown us the sights.
9. When you do not know ____ is at the door, attach the safety-lock before you open the door.
10. Is it your mother ____ you said is making cookies?
11. There are many of us ____ need to learn more about the proper way to pitch a tent.
12. It is George Washington ____ Americans honor as the father of their country.
13. It is Thomas Jefferson ____ the historians say wrote the Declaration of Independence.
14. Select ____ you please.
15. ____ is elected will have a great opportunity.

Exercise 26: In your notebook, beside the number of each sentence, write the form of *who* which is required to fill the blank correctly. State the case of the pronoun you supply. Give the reason.

1. The guide ____ the travelers hired proved untrustworthy.
2. He wanted to show his new radio to ____ ever came to see him.
3. How did you know it was he ____ you met?
4. Mr. Potter, ____ I believe is a tree surgeon, saved the lives of many of our trees.
5. I will tutor ____ ever needs help.
6. I will follow ____ ever you give me for a guide.
7. Tell me ____ won the game.
8. ____ did you invite?
9. A woman ____ I know was my friend recommended me.
10. We could not decide ____ had made the best play.
11. ____ did you call on the telephone?
12. ____ did you say called you?
13. We could not imagine ____ could have told them.
14. ____ do you consider to be the fastest runner?
15. ____ ever do you suppose circulated that funny story?
16. The man ____ I believe to be my friend will surely hear of our plight.

17. ____ do they say will be the next candidate?
18. We know ____ you meant when you spoke of athletic ability.
19. Is there anyone here ____ will be present tonight?
20. ____ did I appoint to be the score-keeper?
21. I know no one of ____ I should be ashamed in a spelling contest.
22. Give ____ ever asks for it a ticket to the game.
23. Please announce to ____ ever you meet that the hall is full and there is standing room only.
24. ____ do you believe to be the culprit?
25. We could not guess ____ had been here before us.

Exercise 27: Examine every pronoun in each of the following sentences. Decide what case is needed and correct any pronoun which is not now in the correct case. In your notebook, beside the number of the sentence, write the correction with the reason for the change.

1. They went to the game with she and I.
2. This lady, who we all called Grandmother, wore an old straw hat and smoked a corncob pipe.
3. I do not wish to offend either he or she.
4. I wished Mary and he to go swimming with me.
5. I wanted John to take Martha and I to the dance.
6. Us girls want to go too.
7. Who did you invite?
8. She tossed the ball to Henry and I, but neither of us caught it.
9. We could not decide whom had made the best play.
10. Was it him who they wanted to see?
11. All came except he.
12. The principal sent John and I to the library.
13. I should rather choose him than she.
14. Some of us fellows went fishing.
15. Are you going to the concert with her and I?
16. The coach wanted me to be captain.
17. Between he and I there was no argument.
18. Who did you call?
19. Whom did you say called?
20. Is that him standing by the flagpole?

POSSESSIVE CASE WITH GERUNDS

Use the possessive case of a noun or pronoun with the gerund.

Examples: Have you heard anything about *his* coming here this winter? (Not *him*; the question is about his *coming*, not about him.)

Imagine *my* asking such a question! (Not *me*; the surprise is about the *asking*, not about me.)

Exercise 28: In your notebook, beside the number of each sentence, write the noun or pronoun needed to fill the blank correctly. Make your choice from the words given in parentheses.

1. Everybody was amused at (him, his) singing, "Oh, Johnny, Oh!"
2. I was amazed at (him, his) staring at me.
3. The coach had no objection to (them, their) playing basketball.
4. I did not hear of (him, his) arriving.
5. I knew of (them, their) being in Baltimore before you did.
6. There is no need of (your, you) staying any longer.
7. Everybody seems pleased about (Harry, Harry's) being elected class president.
8. No one was aware of (your, you) leaving the room.
9. We could not depend upon (him, his) completing any work on time.
10. We hadn't thought of (them, their) caring to go.
11. I could not understand (you, your) saying that.
12. We hadn't considered (him, his) having to pay a fine on the book.
13. We heard about (you, your) astonishing the whole assembly with the news.
14. I have no doubt of (it, its) being the correct answer.
15. There is no excuse for (them, their) fighting.
16. Do you have any objection to (me, my) leaving the room for this period?
17. The sentence is improved by (it, its) being changed from compound to complex.
18. I could not understand my (friend, friend's) saying that.
19. I did not think of (him, his) being elected president of the class.
20. I can't see why (me, my) skating is such a shock to you.

CORRECT CASES WITH INFINITIVES

You have learned that both the subject and the object of an infinitive are in the objective case.

Examples: We wanted *them* to go. (Subject of *to go*.)
We wanted to invite *them*. (Object of *to invite*.)

When the infinitive is the linking verb *to be*, use the same case after the verb as before it.

Examples: The officers took *him* to be *me*. (The officers thought that *he* was *I*.)
I was taken to be *he*.
In my dream *I* seemed to be *she*.

Exercise 29: Choose the correct pronoun from those in parentheses. Tell what case it is and why.

1. We found (they, them) to be very accommodating.
2. The coach allowed both Henry and (I, me) to try for the same position on the team.
3. The principal wants James and (I, me) to act as ushers at the play.
4. I took the man to be (he, him).
5. The leader of the group seemed to be (he, him).
6. Everybody took (they, them) to be us.
7. Mother wanted (I, me) to go with her.
8. He is a man (who, whom) I know to be honest.
9. Did Mr. Baker want Fred or (I, me) to help him?
10. Do you want Bill and (I, me) to help you?
11. It is they (whom, who) we consider to be the culprits.
12. He is an officer (who, whom) I know to be trustworthy.
13. I should never have believed it to be (he, him).
14. At first, the dancer was believed to be (he, him).
15. At first sight I believed it to be (they, them).

Exercise 30: Examine every pronoun in each of the following sentences. Decide what case is needed and correct any pronoun which is not now in the correct case. In your notebook, beside the number of the sentence, write the correction with the reason for the change you make.

1. Whom did you take him to be?
2. Who saw Mary and I yesterday?
3. We could not imagine whom could have told them.
4. Why did they believe me to be she?
5. Who do you consider to be the fastest runner?
6. He wished to show his radio to whomever came to see him.

7. My aunt gave the opera tickets to James and she.
8. Eloise took Bess and I to the concert.
9. Mr. Smith recommended both Mary and I.
10. Him calling so loud woke up the baby next door.
11. We started out very early, another girl and me.
12. Wasn't it her, Lucy Manette, who was interested in Charles Darnay?
13. By Friday all of the girls in the ward had been operated on except May and I.
14. If anyone is late, it will be her.
15. You may call on whomever is ready.
16. Whomever applies for the job will be considered.
17. You may choose whomever you wish.
18. John is taller than me.
19. Us girls want to go too.
20. Mary's mother has no objection to him going swimming with the girls.

Exercise 31: Most of these sentences contain a grammatical error in the case of the pronoun. Find the incorrect word or words. In your notebook, beside the number of the sentence, write the correction and give the reason for it.

1. In some countries people cannot go to the school of their choice nor even marry who they please.
2. People had been burning the possessions of those whom had died of the disease.
3. An autobiography is a book written by the person who it is about.
4. It was hard for Jane and I to believe that story.
5. One bright July morning, Harry, Dick, and I set out for a long trip.
6. The first letter back home was sent to Fred and I.
7. Then a great argument arose between Sylvia and I.
8. Who is that letter for?
9. For we seniors there are good times as well as hard work.
10. The book was written by Louisa Alcott, whom, you know, is my favorite author.
11. There is the boy who you need for the team.
12. We saw Mary and he at the circus.
13. The class selected Sam and I as representatives.
14. Mother is going to take he and I to a picnic.

15. The members of the coaching department will secure a coach for whomever needs help.
16. A Negro maid came to work for us when my sister and me were very young.
17. My father is always fair to anyone who he comes into contact with.
18. The young man who I have attempted to sketch is a hero to me.
19. My friend brought many photograph albums for my family and I to enjoy.
20. The old hunter gave us directions which sounded to Tom and I like a lot of meaningless words.
21. Arthur was an honorable man respected by everyone who he had dealings with.
22. Bonds are for our own benefit, and it should be us who buy them.
23. There was no doubt in Sir Roland's mind as to who Excalibur should be presented to.
24. Whom did you say will fly your plane?
25. Whatever you did, I shall let nothing come between you and I.

Exercise 32: In the following sentences choose the correct form from the parentheses. In your notebook, beside the number of each sentence, copy the form you select as correct.

1. Do you know (who, whom) they selected?
2. The announcers attempted to predict (who, whom) the nation would elect.
3. Here comes the boy (who, whom) we met at the game yesterday.
4. (Whom, Who) did you say spoke at the meeting?
5. This is the boy (who, whom) you said you thought would succeed.
6. Let (he, him) who standeth take heed lest he fall.
7. Can you recommend the applicant as one (who, whom) I can trust?
8. (Who, Whom) did you elect as secretary of the Student Council?
9. Mr. Brown is the man (who, whom) all are revealing as a traitor.
10. I know no one whom I like better than (he, him).
11. I have just seen the janitor, (he, him) who is responsible for the proper lighting of the room.
12. Shall you and (I, me) go to the dance?
13. Will you excuse us, my friend and (I, me), from reciting today?
14. (They, Them) who can learn, we shall teach.
15. I refer to Mr. Brown, (he, him) who was our former mayor.

16. There were three good players on the team — Bob, Henry, and (I, me).
17. Several people (who, whom) you have said you would like to meet were present.
18. Give the favor to (whoever, whomever) you like best.
19. (Who, Whom) have you decided to ask to the party?
20. Those (who, whom) we find to be our friends we shall cherish.

Exercise 33: Find all the pronoun mistakes in this paragraph, and write the correct form in your notebook, beside the number of each sentence. Remember that the possessive form is used before a gerund.

(1) William and me had been exploring the upper floor for about ten minutes when we heard John coming up the stairs. (2) We knew it was him because of his heavy step. (3) No one could ever imagine him walking lightly even in a haunted house. (4) There was just time for William and me to duck behind a dusty, moth-eaten curtain. (5) John stamped loudly through the front room, paused a moment, and then entered the room where we boys were hidden. (6) We held our breath. (7) Would he feel our presence? (8) Would it be possible for William and I to keep still? (9) Then it happened. (10) It was me, not him, who was to blame. (11) I sneezed. (12) Our secret was out.

7. Using Adjectives and Adverbs Correctly

13. After a linking verb use an adjective to describe the subject.

Review pages 19–21.

Examples: She always looks *weary*.
Grandmother appeared *cheerful*.
Are you feeling *well*?

Note that these same verbs may be used in a different way. When they indicate action they are not linking verbs and may be modified by adverbs. Compare these with those above:

Examples: She looks *wearily* around the room.
Grandmother *suddenly* appeared in the doorway.
We were feeling our way *cautiously* in the fog.

14. Always use an adverb to modify a verb, an adjective, or an adverb.

Examples: You look *remarkably* well. (Not *remarkable*)
She seemed *really* happy. (Not *real*)
I *surely* want to thank you. (Not *sure*)

Exercise 34: In the following sentences choose the correct form from those in parentheses, and write it in your notebook beside the number of the sentence. Tell whether it is an adjective or an adverb and what it modifies. If both are correct, tell why.

1. The two best forwards looked (dejected, dejectedly).
2. The persons in the room at that time looked at us (suspicious, suspiciously).
3. Her face grew (frigid, frigidly) whenever they met.
4. We must have seemed (odd, oddly) to the natives.
5. Are you rested (sufficient, sufficiently) to eat your dinner?
6. He sat (silent, silently) for a long time.
7. They became more and more (critical, critically).
8. He looked (deep, deeply) into the boy's eyes.
9. Be sensible and drive (slow, slowly).
10. You look (well, good) even when you're ill.
11. I feel (fine, finely) today.
12. This peach tastes (real, really) sweet.
13. She seems (indifferent, indifferently) to what you think of her.
14. The siren screeched (noisy, noisily) through the city streets.
15. I feel (bad, badly).
16. She seems (pleasant, pleasantly).
17. That hat becomes you very (well, good).
18. Hot food tastes (good, well) on a cold night.
19. Honeysuckle smells (sweet, sweetly) with dew on it.
20. This instrument sounds (different, differently) from yours.

15. When comparing two persons or things, use the comparative degree, not the superlative.

Examples: Which hat do you like *better*, the blue or the brown hat? (Not *best*)
Which subject do you like *less*, English or history? (Not *least*)

16. In forming the comparative and superlative, use either *more*, *most* or *-er*, *est*, not both, for the same word.

Examples: It was the *strangest* sight I had ever seen. (Not *most strangest*)

Speak louder, please. (Not *more louder*)

17. Do not give comparative or superlative forms to adjectives or adverbs which, because of their meaning, cannot be compared.

Examples: It's a *unique* exhibit. (Not *most unique*, since *unique* means *single in excellence*)

Make the base more nearly square. (Not *squarer*)

18. Do not use two negatives (*not*, *never*, *hardly*, *scarcely*, *only*, *but* — meaning *only*) in the same clause.

Examples: We could hardly drag one foot after the other. (Not *couldn't*)

You don't ever need to worry about me. (Not *never*)

Note that *neither . . . nor* are correlatives properly used together.

19. Use the singular demonstratives *this* and *that* with the words *kind* and *sort*.

Example: You can press *that* kind of pleats easily. (Not *those*)

20. Never use the pronoun *them* as an adjective.

Example: I used to shoot a lot of *those* gophers. (Not *them*)

Exercise 35: Write correctly in your notebook any of the following sentences in which adjectives or adverbs are used incorrectly. If a sentence is correct, write C after its number.

1. The shells are so tiny they can't scarcely be seen.
2. Their radio has the harshest, most blaring tone you can imagine.
3. Don't you like those big splashing sort of waves?
4. Neither his work nor mine is perfect.
5. I could see but one familiar face looking up at me.
6. Don't tell me you never have seen the Statue of Liberty!
7. Of the two I like his later book best.
8. Don't you feel good this morning?
9. Them kind of pencils are no good.
10. We'll put on a campaign that will sure wake people up.

11. There weren't hardly any trees left standing on that street.
12. We'll have to dig the well deeper.
13. Why don't they never come to our picnics no more?
14. With new paper and curtains my room is real pretty.
15. He puts on a daring and unique performance.
16. Do you like those kind of musical shows?
17. Both officers are efficient, but John is the best leader.
18. He was the most shrewdest man in the village.
19. Only two papers remained on the desk and neither of them was mine.
20. She looked badly but she smiled cheerfully as usual.

8. Using Modifying Phrases Correctly

DANGLING PARTICIPLES

A common error in the use of the participle is placing it too far from the noun or pronoun which it modifies or omitting the noun or pronoun it should modify. The participle is thus left dangling and often makes the sentence say something ridiculous.

Wrong: Barking excitedly, the boy chased his dog into the house.

Right: Into the house the boy chased the dog, barking excitedly.

To use participles correctly, you must (1) express in the sentence the noun or pronoun which the participle modifies; (2) place the participle as close as possible to the word it modifies.

Exercise 36: Rewrite the following sentences in your notebook, phrasing each one in such a way as to avoid the dangling participle.

1. Pecking at corn on the ground, Jean and Bill saw many chickens.
2. Hearing my mother's call, the game was stopped.
3. Walking slowly up the hill, the trees became fewer and fewer.
4. Gazing into the fire, many thoughts came into my head.
5. The policeman pursued the culprit, blowing his whistle vehemently.
6. I hailed a small boy, not knowing where I was.
7. Hidden under the shrubbery, I failed to find the treasure.
8. Joan lost her purse walking through the store.
9. Having failed in my studies a second time, the teacher sent for my father.

10. He made a table for the library having three legs.
11. Slumping in the driver's seat, I discovered that the man was dead.
12. This afternoon Sarah found her baby doll walking across the attic floor.
13. Arriving late, the door was closed and locked.
14. Encouraged by our cheers, the game was won.
15. Having enjoyed the company of others, my first trip to New York was made easy.
16. Dissatisfied with the plan, a new method was tried.
17. I saw the house next door aflame, jumping out of bed quickly.
18. Replying to your letter of April 1, another set of books has been expressed to you.
19. I saw a meadow lark, lying in a duck pond.
20. Giggling and talking at the same time, I was forced to rebuke the children.

DANGLING GERUNDS AND ELLIPTICAL CLAUSES

Two other common errors are the dangling gerund phrase and the dangling elliptical clause. Review pp. 45, 58–62, 67–69.

Like the participle, each of these elements should (1) logically modify some word in the sentence, (2) be placed so that there is no doubt as to its use in the sentence.

Wrong: After climbing the long hill, a splendid view lay before us.
(Who climbed? According to the sentence the view climbed. Actually we did the climbing; therefore *we* should appear in the sentence.)

Right: After climbing the long hill, *we* had a splendid view.

Note: When the gerund indicates a general action, these rules do not apply.

Right: After climbing, it is well to pause and rest.

Wrong: While skimming over the glassy lake on my skates, all my problems were easily forgotten. (Who was skimming? The problems?)

Right: While skimming over the glassy lake on my skates, I easily forgot all problems. (Make the subject of the main clause the same as the omitted subject of the elliptical clause.)

Right: While I was skimming over the glassy lake on my skates, all my problems were easily forgotten. (Supply the missing subject and auxiliary verb of the elliptical clause.)

Exercise 37: In your notebook write the correct form of every sentence which contains a dangling modifier.

1. In preparing for blackouts, a comfortable room should be selected.
2. After enduring the crowded conditions for two weeks, the boat finally reached a harbor.
3. Walking a little farther, my eyes caught sight of a wretched-looking man.
4. Walking across the dark road, the driver did not see me.
5. By pulling a wire, the light would go out.
6. Living in a large city all my life, you can imagine how excited I was at the prospect of a vacation in the country.
7. After riding for many miles in desolate country, lights appeared ahead.
8. Swimming cautiously, the wreck was avoided.
9. Encouraged by our cheers, the game was won.
10. Being one of ten children, you can understand how every penny counted.
11. After attending college for two months, illness forced my father to leave.
12. While preparing the children for bed, a sudden noise was heard nearby.
13. Still passing the ore through his fingers, suddenly there came to him a premonition of danger.
14. While writing on this subject, it reminds me of experiences I had many years ago.
15. While traveling, his mind seemed to be in a different world.

Exercise 38: In your notebook, beside the number of the sentence, write the correct form of any of the following sentences in which an error occurs in the use of a participle, gerund, or elliptical clause.

1. While reading biographies, they do all these things I have tried to point out in my topic, "Let's Read Biographies."
2. After coming from a country where all rights of men are suppressed, it was indeed "a heaven on earth."
3. One day, while riding down the road near his house, his pony threw him to the hard, sun-baked road.
4. By relating their actual experiences, they are literally brought back to life.

5. After reading of the heroic struggle of these men and women, it will apparently help us to solve our problems.
6. In telling you my life up to the present time, there will be many amusing and interesting incidents.
7. While buying my train ticket, the clerk told me that I was buying the first ticket ever sold in this new station.
8. In caring for young turkeys, whenever it rained they had to be taken into the barn so that they wouldn't get their feet wet; for if they did, they would die.
9. Swimming across the creek, a fine, sandy beach was found.
10. Upon entering her apartment, my eye was attracted by a beautiful picture.
11. While gathering flowers, a robin approached the girls.
12. After being in the water for five hours, a boat came to rescue us.
13. When taking the trip, the radio serves as a companion.
14. The same sort of views can be seen riding in a car.
15. Just after opening the door, the telephone rang.
16. When planning a visit to Colorado, the choice of route is the first thing for you to consider.
17. One evening while listening to the radio, the telephone rang.
18. Sailing in the ocean liner, the big waves look smaller than they really are.
19. The same sort of views can be seen riding in a car in the autumn.
20. Circling about in the plane, human beings could be seen on the ice.

Exercise 39: In your notebook, beside the number of each sentence, write the correct form of any of the following sentences in which an error occurs in the use of a participle, gerund, or elliptical clause.

1. Hidden in the crack in the wall, we found the lost papers.
2. Standing on the top shelf, we could not see the jelly.
3. Winding our way through the valley, a church could be seen a mile distant.
4. While attempting to bring the plane to the ground, it was overturned.
5. Opening the door, the rain was found to be falling.
6. The monument came into view, walking down Central Avenue.
7. James came in, having eaten my dinner, and asked me to go to the circus.

8. By working hard, admission to college may be gained.
9. Walking through the campus, the dormitory appeared in the distance before her.
10. While spending a week at camp, a serious accident occurred.
11. While out boating yesterday, my house caught fire and was partly destroyed.
12. Having been sick all day, his family was worried about him.
13. Knowing us as you do, we feel sure you will aid us.
14. The task being completed, the men returned to their homes.
15. Considered from that angle, I don't find the solution difficult.
16. Learning of my accident, I had many offers of help.
17. By irrigating arid land, farms develop all through the West.
18. By letting part of the house to roomers, the mortgage was finally paid.
19. Listening intently, a noise was heard.
20. Hearing her voice, the bell rang at the same time.
21. Climbing the stairs slowly, the attractive roof garden was finally discovered.
22. Sailing on the ocean, the big clouds attract our attention.
23. Coming suddenly upon the great flock of cackling geese, we felt that we had been let into a mad house.
24. After waiting to get into a good seat, the theatre was still so crowded that we could not sit together.
25. Huddling in a corner, the lightning frightened all of us.



TEST IV. MASTERY OF CURRENT USAGE (FORM B)

1. Using Verb Forms Correctly

Directions: On your answer sheet write the number of each sentence, and beside it the letter which corresponds to the word needed to fill the blank.

1. Claire had ____ a tie which pleased her brother.
a. chose b. chosen
2. Have you ever ____ across the river at this spot?
a. swam b. swum
3. After I ____ the tea, I felt better.
a. drank b. drunk
4. We ____ nothing that day except enjoy ourselves.
a. did b. done

5. "Oh," cried Mother, "have you ____ the cup?"
a. broke b. broken
6. No one had ____ to eat his supper.
a. began b. begun
7. At last we have ____ that selection correctly.
a. sang b. sung
8. The lake is ____ all the way over.
a. froze b. frozen
9. Our mail has not yet ____ this morning.
a. come b. came
10. The bells have ____ all day to celebrate the victory.
a. rang b. rung
11. She has ____ so still that we thought she was a statue.
a. sat b. set
12. How long have you ____ on that couch?
a. lay b. lain
13. The children in the first grade have all ____ the animals at the zoo.
a. saw b. seen
14. The criminal was ____ in the early morning.
a. hung b. hanged
15. Janet has always ____ to the occasion when called upon for a speech.
a. arose b. arisen

2. Using Correct Tenses and Moods

Directions: On your answer sheet copy the number of the sentence and beside it the letter which corresponds to the verb form needed to fill the blank.

1. Jack said he ____ telephone from Dallas.
a. may b. might
2. Christmas Day would be an exciting time, if Tom ____ to get a furlough.
a. was b. were
3. What ____ you say if I asked you the answer to that question?
a. would b. will
4. He explained that fogs ____ merely clouds near the ground.
a. are b. were
5. John ____ all his money for food and cannot join us at the game.
a. has spent b. had spent

- ### 3. Making a Verb Agree with Its Subject

1. Not one of the people in this room ____ French.
a. is b. are
2. He ____ wear ties with many colors in them.
a. doesn't b. don't
3. Neither Arthur nor George ____ taken the examination.
a. has b. have
4. Why ____ your sister apply for the position?
a. doesn't b. don't
5. Frances, sitting in the swing with her baby sisters, ____ a study for a photographer.
a. is b. are
6. Not more than one of the boys in this class ____ going to win the award.
a. is b. are
7. Both of the children ____ blue-eyed.
a. is b. are
8. Neither of them ____ ever seen a subway.
a. has b. have
9. Each of these games ____ interesting to play.
a. is b. are
0. The captain, accompanied by all the team members, ____ feted by the club.
a. was b. were
1. Each of the rowers now ____ the oars.
a. drops b. drop

12. ____ one of you pupils found the pencil?
 a. hasn't b. haven't
13. A story originally written for the magazines now ____ in book form.
 a. comes b. come
14. There ____ John and Gilbert to school.
 a. go b. goes
15. She ____ know the difference between algebra and geometry.
 a. doesn't b. don't

4. Making Pronouns Agree with Their Antecedents

Directions: On your answer sheet copy the number of each sentence and beside it write the letter which corresponds to the pronoun needed to fill the blank correctly.

1. Everyone must realize ____ lines are not those of a brilliant man.
 a. his b. their
2. If everybody knows what ____ should do, we can go ahead with the program.
 a. he b. they
3. Has each of the girls packed ____ trunk?
 a. their b. her
4. One of the women in that car dropped ____ gloves.
 a. their b. her
5. Each of the farmers displayed ____ products at the fair.
 a. his b. their
6. One of the waitresses dropped ____ tray and the dishes.
 a. her b. their
7. Nobody may get ____ wraps until the bell rings.
 a. their b. his
8. At the door everyone was required to show ____ pass.
 a. his b. their
9. Anyone who went into the room saw ____ distorted in the mirror.
 a. themselves b. himself
10. Each one of the actors waved ____ hand to the audience and then ran from the stage.
 a. their b. his
11. Everyone of the visitors to the museum bought ____ ticket at the door.
 a. his b. their

12. Not one of the acrobats used ____ net for safety.
a. their b. his
13. Everyone in the bus told ____ there was no danger.
a. themselves b. himself
14. Someone has left ____ papers all over the floor.
a. his b. their
15. Each of the pupils did ____ homework in the study hour.
a. his b. their

5. Making the Reference of Pronouns Clear

Directions: On your answer sheet copy the number of each sentence and beside it the letter corresponding to the word or phrase which corrects the error in the reference of pronouns.

1. In the newspaper yesterday it told about a man who climbed the highest peak of the Alps.
a. The newspaper told
b. It told in the newspaper
2. When my father was a boy he went chestnutting and often brought home several quarts of them.
a. several quarts
b. several quarts of chestnuts
3. He won the game, which delighted him.
a. a feat which delighted him
b. and delighted him
4. Farmer Studebaker asked Farmer Brownell what he thought of his crops.
a. "What do you think of my crops?"
b. How his crops were
5. He has been very successful, which pleased his father greatly.
a. and this has pleased his father greatly
b. a fact that has pleased his father greatly
6. Elizabeth told her mother to go to bed since she was very tired.
a. since she felt very tired
b. "You had better go to bed because you are very tired"
7. John wants to travel alone this summer but his father will not allow it.
a. his father will not allow him to do so
b. his father does not approve of it
8. I lost my book, which annoyed me.
a. and this annoyed me
b. and felt annoyed

9. These girls worked in the store when they needed it.
a. when it needed them
b. when help was needed
10. He helped a friend, which shows his capacity for real friendship.
a. and showed his capacity for real friendship
b. that showed his capacity for real friendship

6. Using Correct Cases of Pronouns

Directions: On your answer sheet write the number of each sentence and beside it the letter corresponding to the case of the pronoun needed to complete the sentence.

1. I thought we were to keep that a secret between you and ____.
a. I b. me
2. John said that it was ____ who wrote that letter to the paper.
a. he b. him
3. You and ____ cannot be right.
a. they b. them
4. ____ and my brother took their basic training together.
a. he b. him
5. ____ did you see when you rang the bell?
a. who b. whom
6. The winners of the contest were Margaret and ____.
a. I b. me
7. ____ was that on the telephone?
a. who b. whom
8. The judges of the contest decided in favor of Elizabeth and ____.
a. I b. me
9. We decided that it was my younger brother ____ they wanted to see.
a. who b. whom
10. Francis winked humorously and said, "Between you and ____, I'm sure they are both wrong."
a. I b. me
11. The reporters and ____ finally found where the red glow in the sky was coming from.
a. we b. us
12. Ballots were distributed among the debaters and ____.
a. we b. us
13. Certainly it must have been ____ who led the singing.
a. she b. her

14. Beautiful cloud formations thrilled the mountain climbers and _____ who had been camping there for several days.
a. we b. us
15. My uncle and _____ were graduated together from college.
a. he b. him

7. Using Adjectives and Adverbs Correctly

Directions: On your answer sheet copy the number of the sentence and beside it the letter corresponding to the word needed to complete the sentence.

1. Do you want _____ sorts of lily bulbs?
a. this b. these
2. Mary seems to play all games _____.
a. well b. good
3. Her manner is _____ pleasing.
a. sure b. surely
4. Jane said she felt _____ after the long hike.
a. bad b. badly
5. I do not want _____ kind of cookies.
a. that b. those
6. It makes me sad when I realize that Martha feels _____.
a. sad b. sadly
7. _____ baskets of fruit are for cooking.
a. them b. these
8. I am the _____ of two brothers.
a. older b. oldest
9. Her voice sounded _____ when she spoke loudly.
a. shrill b. shrilly
10. The sound of the horn was _____ in the forest stillness.
a. clear b. clearly

8. Using Modifying Phrases Correctly

Directions: On your answer sheet copy the number of the sentence and write C (correct) if the sentence is well constructed with respect to its modifying phrases; rewrite any sentence in which a modifying phrase is wrongly used.

1. Not wishing to be seen, I hid behind the thickest hedge until the hikers passed.
2. I made a pillow for my dog containing feathers and wool padding.

3. Our old piano was sold by advertising in the paper last Sunday.
4. John walked into the kitchen looking tired, cross, and muddy.
5. The soldiers trudged doggedly on neither laughing nor talking.
6. I lost my library card while marketing.
7. We enjoyed the children laughing and chattering in the sunny nursery.
8. Wanting a good library, reference books were collected.
9. I saw my new puppy chewing my school books.
10. I found my long-lost kitten riding home from school in the bus.

Improving Sentence Structure

Thinking and writing are done in sentences. Since this is so, you owe it to yourself, as well as to others, to express your thoughts in effective sentences. A sure way to succeed is to study the devices used by skillful authors; many of these will be considered in this chapter.

As a first step, take the pretest which will show you what you already know about ways of improving your sentences.

TEST V. SENTENCE IMPROVEMENT (FORM A)¹**1. Recognizing Ways of Securing Sentence Variety**

A. Directions: The following groups of sentences are varied by using declarative, interrogative, exclamatory, and imperative sentences. On your answer sheet copy the number of each sentence in each group and beside it the letter identifying the kind of sentence it is.

- D** Declarative sentence
- It** Interrogative sentence
- E** Exclamatory sentence
- Ip** Imperative sentence

¹ TO THE TEACHER. This test (Form A and Form B) differs from the preceding tests. Although it covers the work of the chapter, the test items do not occur in the same order as the practice material. For your convenience, therefore, the following guide gives each test item and beside it in parenthesis the pages on which the corresponding practice materials occur:

1. WAYS OF SECURING VARIETY: A. Kinds of sentences (pp. 218-220); B. Structure and length of sentences (pp. 215-218);
2. CONSTRUCTION OF SENTENCES: Position of modifiers (pp. 194-195); Subordination and coordination of ideas (pp. 197-202); Needless and skillful repetition of words (pp. 202-206); Dangling participles and gerunds (pp. 194-195);
3. VARIETY IN WORD ORDER AND POSITION OF WORDS IN SENTENCE (pp. 208-209, 211-215);
4. CONSTRUCTIONS FUNDAMENTAL TO GOOD SENTENCES: Parallel construction (pp. 206-208); Consistency in person, tense, and voice (pp. 196-197, 209-211).

- I. (1) What do you think of Mary's idea for our picnic? (2) She plans to have us cook our food outdoors. (3) How much each of us will need to pay or to bring has not been decided. (4) Bring whatever you can.
- II. (1) What a picnic it turned out to be! (2) Because of the weather, we stayed at home. (3) The only indoor stove we could find needed coal to produce heat enough to cook. (4) How could we haul coal on the street car?

B. Directions: The following groups of sentences are good because each group has variety in the kind of sentences used. On the answer sheet copy the number of each sentence and beside it write the letter identifying the kind of sentence it is.

- a** Simple sentence
- b** Compound sentence
- c** Complex sentence
- d** Compound-complex sentence

Since sentence (1) in Group I below is a complex sentence, you will write on your answer sheet: **BI** (1) — c

- I. (1) You will be interested in knowing that a jeweler I know has made an unusual discovery. (2) In 1927 he repaired an old watch for a lady getting on in years. (3) She gave him a battered timepiece of what they call the fusee type. (4) The lady told the collector of old watches that her father, who had followed the sea, had given her the watch.
- II. (1) The jeweler put the ancient timepiece away in a cabinet. (2) About six years later, he took it out of the cabinet and then began to clean it. (3) When he pried open the outer case, he saw another inner case which protects the works. (4) Between the outer and the inner cases, he found a circular piece of velvet backed with leather.
- III. (1) The piece of velvet was stitched on the edge and embroidered with the letters "J. L." (2) The jeweler was inserting the top of his penknife between the stitches on the border; the blade slipped, snipped some silk, and exposed the edge of a yellowed paper. (3) He grew wildly excited. (4) He pulled out the paper, which turned out to be a map of an island in a lone sea, and also a will.
- IV. (1) The map showed an island carefully marked as to directions. (2) At one intersection were the words "Sea Chest Here," while at another, marked with an arrow, were the somewhat myste-

rious words "Nothing can be found here." (3) On the reverse side of the map was a finely written message readable only with a magnifying glass. (4) The words said: "At the spot marked there are buried 50,000 pounds of gold bars and coins."

2. Constructing Sentences Correctly

Directions: From each group of sentences given below select the one you think is *best* constructed. On your answer sheet beside the number of that sentence write "best." Then, beside the number of each sentence you reject, copy the letter corresponding to the reason you had for your rejection. The first group is handled correctly as a sample.

- a Incorrect position of modifiers
- b Improper subordination or co-ordination of ideas
- c Tiresome repetition of same word
- d Needless words
- e Dangling participle or gerund

Sample: (1) The speaker was too excited to sit still and the announcer fumbled for his notes of introduction. (2) The speaker was too excited to sit still while the announcer fumbled for his notes of introduction. (3) It was the cause of the speaker's excitement fumbling for the announcer's notes of introduction. (4) The speaker he was too excited to sit still while the announcer fumbled for his notes of introduction.

1. b 2. Best 3. e 4. d

- I. (1) After holding a rally, sales of tickets were increased 60 per cent. (2) After holding a rally, our school increased its sale of tickets 60 per cent. (3) Our school held a rally and increased our sale of tickets 60 per cent. (4) After holding a rally, our school increased 60 per cent its sale of tickets.
- II. (1) On my trip I met a friend, Alice Lang, who is a student who attends our school. (2) On my trip I met a friend, Alice Lang, a student at our school. (3) I met a friend, Alice Lang, on a trip who is a student at our school. (4) I took a trip and I met Alice Lang, a student at our school.
- III. (1) I went to the home of my aunt last week, who lives in Boston. (2) Last week when I went to Boston I went to the home of my aunt. (3) Last week when I went to my aunt's home, I was

- in Boston. (4) Last week while I was in Boston, I went to my aunt's home.
- IV. (1) This is the first opportunity which I have had to put into writing an almost daily complaint of mine. (2) This is the first opportunity to put into writing which I have had an almost daily complaint of mine. (3) Complaining almost daily this is the first opportunity I have had to put it into writing. (4) This is my first opportunity and I am going to put my almost daily complaint into writing.
- V. (1) My family has a serious case of "radiotis" and dad needs his large quota of news commentators, and sister needs her regular radio plays, and mother needs to tune in on the station which may bring a windfall of dollars. (2) Having "radiotis," which may bring a windfall of dollars, dad needs his large quota of news commentators; sister "dies" without her regular radio plays; mother insists upon tuning in on the station. (3) My dad needs his large quota of news commentators; my sister "dies" without her regular radio plays; mother insists upon tuning in on the station which may bring a windfall of dollars, having a serious case of "radiotis." (4) My family has a serious case of "radiotis"; dad needs his large quota of news commentators; sister "dies" without her regular radio plays; mother insists upon tuning in on the station which may bring a windfall of dollars.
- VI. (1) After searching for a safe place to hide their club valuables, the two boys decided upon the unexcavated section of the cellar in their house on Eden Street. (2) The two boys decided upon the unexcavated section of their cellar after searching for a safe place to hide their club valuables in their house on Eden Street. (3) In their house on Eden Street in an unexcavated section of their cellar two boys decided after searching for a safe place to hide their club valuables. (4) Two boys searched for a safe place in which to hide their club valuables and they decided upon the unexcavated section of their cellar on Eden Street.

3. Securing Variety by Word Order

A. Directions: The next group of sentences begin in one or another of four different ways. On your answer sheet copy the number of each sentence and write beside it the letter of the expression which states how variety has been obtained.

- a** Beginning with an adverb
- b** Beginning with an adjective
- c** Beginning with an appositive
- d** Beginning with the object of a transitive verb

1. Two things I desire above all — self-control and self-respect.
2. Arduously Mr. Painter sawed and sawed and sawed.
3. Apprehensive, Cyrus halted in his tracks and looked about him.
4. An errand-boy with a rival firm before he joined us, John Power kept on rising until he became president of our company.
5. The magic word she tried to recall, but in vain.
6. Hopelessly confused, Sally never could find the way out of the labyrinth.
7. Breathless, I stood on the edge of the cliff.
8. Firmly I held my ground against his attack.
9. An old tramp, the weary, emaciated man had about reached the end of his life.
10. Trim and swift, the tiny model plane is precisely like the full-size counterpart that is to be built.

B. Directions: The next group of sentences begin in one or another of five ways that are still different from those of the preceding test. On your answer sheet copy the number of each sentence and write against it the letter of the expression which states how variety has been obtained.

- a** Beginning with a prepositional phrase
- b** Beginning with an infinitive phrase
- c** Beginning with a participial, gerund, or nominative absolute phrase
- d** Beginning with an adverbial clause
- e** Beginning with a noun clause

1. To get out in the woods will be fun.
2. That I looked ten years older in this hat delighted my mother.
3. At an unduly early age, twelve to be exact, I went alone to Spain.
4. When I took inventory of my wardrobe, I found I needed a large black hat to wear with my two best dresses.
5. At the door the stranger was still trying to convince my father.
6. Overcoming a strong repugnance, I tore open his shirt at the neck.

7. Because you reached your decision freely, I myself also adhered to it.
8. To die in sleep is a blessing.
9. That her boy was missing was the only thought of which she was capable.
10. The room being empty, we made it our headquarters for the next day.

C. Directions: The next group cover, in connected sentences, the nine ways of beginning a sentence which are different from the ordinary. On your answer sheet copy the number of each sentence and write beside it the letter of the tests above (A or B) and the small letter of the expression which states how variety has been obtained; e. g. (1) B-b.

(1) To complete the work in the time allowed was more difficult than I had imagined. (2) With a will I went to work early the next morning. (3) What an amount of hay I pitched even before my breakfast! (4) While I was spreading the hay to let it dry, the clouds began to gather for a heavy shower. (5) That there was no other work to be done at that time was most unfortunate. (6) Waiting until the rain stopped was all that we could do. (7) Two hours later the rain ceased. (8) Dry as the dust though it had been, the hay was now soaking wet. (9) Knowing that full well, I could do nothing but wait till it was dry. (10) An old hand at this sort of thing, I managed to complete my task on time.

4. Constructions Fundamental to Good Sentences

Directions: From each group of sentences given below select the one you think *best* constructed. On your answer sheet beside the number of that sentence write "best." Then, beside the number of each sentence you reject, copy the letter corresponding to the reason for your rejection, as follows:

- a Lack of parallel construction
- b Needless shift in person
- c Needless shift in tense
- d Needless shift in voice

- I. (1) Mary said she likes to swim, dancing, and cooking. (2) Mary said she likes to swim, to dance, and cooking. (3) Mary said she likes to swim, to dance, and to cook. (4) Mary said she likes swimming, to dance, and to cook.

- II. (1) When one returns to the country after a glorious vacation in the city, you find everything dull and lifeless at home. (2) When one will return to the country after a glorious vacation in the city, one finds everything dull and lifeless at home. (3) When you return to the country after a glorious vacation in the city, one finds everything dull and lifeless at home. (4) When you return to the country from a glorious vacation in the city, you find everything dull and lifeless at home.
- III. (1) After we had been driving on side streets for several minutes, we tried a boulevard. (2) After we were driving on side streets for several minutes, we try a boulevard. (3) After we are driving on side streets for several minutes, we tried a boulevard. (4) After we drove on side streets for several minutes, it was decided to try a boulevard.
- IV. (1) A home owner can prevent accidents if he will keep his sidewalk clear of ice. (2) A home owner can prevent accidents if his sidewalk is kept clear of ice. (3) Accidents can be prevented by a home owner, if he will keep his sidewalk clear of ice. (4) If sidewalks are kept clear of ice, home owners can prevent accidents.
- V. (1) *The Song of Bernadette* having been read, I should like to have heard the forum's discussion of it. (2) Since I have read *The Song of Bernadette*, I should like to have heard the forum's discussion of it. (3) Reading the *Song of Bernadette*, I should like to have heard the forum's discussion of it. (4) Since *The Song of Bernadette* has been read by me, I should like to have heard the forum's discussion of it.
- VI. (1) The students have respect for the opinion of their class president, what he says on all occasions, and his skill in athletics. (2) The students have respect for what their class president thinks, what he says on all occasions, and his skill in athletics. (3) The students have respect for what their class president thinks, what he says on all occasions, and his skill in athletics. (4) The students have respect for the opinions of their class president, his speeches on all occasions, and his skill in athletics.



When modifiers are so badly placed that it is difficult to tell exactly what they modify, the result is a confused sentence.

The modifiers that need *to be placed near the words they modify* include these: adjectives, adverbs modifying adjectives and other adverbs, phrases (prepositional, participial, and infinitive), and clauses (adjectival or adverbial).

Wrong: They selected a *governess* for the child *who spoke* French fluently.

Right: They selected for the child *a governess who spoke* French fluently.

The word which is modified must, of course, be expressed in the sentence; otherwise the modifier dangles. Review participial phrases and elliptical clauses, pages 59–61.

Exercise 1: The following sentences are from the papers of high school girls and boys. For each one state the error and correct the sentence.

1. The boy was running after the dog in the dark blue knickers.
2. The girl was walking along the street and she appeared to be in a hurry.
3. Harry nearly missed all the questions in the science test.
4. The girls can practically make all the clothes they wear.
5. He slipped and hurt himself in the backyard.
6. A girl sang a song in a yellow dress.
7. He can only come for an hour.
8. The man rowed the boat in a bathing suit.
9. Coming closer a can filled with gold coins was visible.
10. Passing along the hall, the gymnasium is the first door on the right.
11. Coming over the top of the hill, the sunset was visible.
12. Running down the street, a taxi was stopped to take us to the game.
13. The girl in the play wearing a brown dress is my sister.
14. Alice called up and asked me to go to the movies while eating dinner.
15. When well ironed, you will find the material looks like new.
16. If frequently greased, you will find the automobile runs much more quietly.
17. Many people came to the benefit who were poor.
18. Put the glass rod through a stopper that you have bent over a flame.

19. He finally got the snake under the porch which was three feet long.
20. They escaped down a ladder to the porch roof which was held by the neighbors.

2. Maintaining Consistency

One of the surest ways to hold the attention of your reader or listener is to keep the same point of view throughout a piece of writing. This means that a sentence should not begin with the objective point of view, shift to the personal, and end with the *you* approach. It also means that it is well to keep the same person or thing as subject of consecutive sentences, and to keep the verb in the same person, tense, and voice, unless a shift is really necessary. Review tense and voice, pages 21–31.

Poor: If one should have an accident, call the police.

Improved: If you should have an accident, call the police.

Improved: If one should have an accident, he should call the police.

Poor: We all put our minds to the problem, and a solution was soon reached.

Improved: We all put our minds to the problem and soon reached a solution.

Exercise 2: Improve the following sentences by making them consistent.

1. The world has no use for excuses; only success is recognized.
2. Dishonest officials drew large salaries, and huge sums were wasted on useless machinery.
3. Charles calls to his father and ran home.
4. The same point of view should be maintained, and you should not make unnecessary shifts in tense or voice.
5. The army gives every youth the opportunity to make a man of yourself.
6. I shall look forward to your sending me a check, or you may leave the money at my office.
7. The new principal was loudly applauded by the pupils, and they called upon him for additional remarks.
8. As we were driving along the road, suddenly a siren sounds and a policeman stops us

9. Goethals was familiar with practically every inch of the canal, and every detail of its construction was known to him.
10. Miss Brown regrets that she is unable to accept Miss Smith's kind invitation to her party because I have another engagement for Tuesday evening, August 10.

Cordially yours,

Nellie Brown

11. As they entered the theater, Mary says to Jane, "I hope this picture will be entertaining."
12. Pasteur was not discouraged by scorn and ridicule; the French people were finally convinced by him.
13. The boys saw that the coins were valuable; therefore the treasure was taken to a dealer for appraisal.
14. We all took part of the work, and the job was soon completed.
15. In almost complete silence the boxes were packed and we started for home.
16. The boys hastily cleared the lockers and the doors were left open.
17. The automobile curtains couldn't be found and we decided to take shelter in one of the refreshment stands along the road.
18. I thought a pirate's life was free; later my opinion was changed.
19. This sounded attractive to me, and my roaming spirit was aroused.
20. In discussing this topic I shall try to be brief. One can survey the principal ideas under three heads — the physical, the intellectual, and the moral characteristics. If we turn our attention to the first, we shall have no difficulty in seeing how important a role the physical plays. You can easily understand also the many moral obstacles. It is, however, with the second group that the greatest perplexity arises. These, therefore, must be considered completely and thoroughly.

3. Gaining Emphasis by Proper Subordination

If two thoughts are of equal importance, they may be expressed in independent clauses forming a compound sentence. If one thought is more important than other thoughts, a complex sentence should be used, with the important thought expressed in the main clause, and the less important thoughts in subordinate clauses. For example, study the following:

Poor: The road is under repair, *and* it will be closed to traffic for several weeks.

The compound sentence suggests that the two ideas are of equal importance, but are they? Which fact probably concerns the traveler? Naturally the fact that the road will be closed to traffic. That thought should be stated in the main (principal) clause, and the other in a subordinate clause.

Improved: The road will be closed to traffic for several weeks because it is under repair.

Improved: Since the road is under repair, it will be closed to traffic for several weeks.

Note that the conjunction *and* merely joins the two thoughts. The conjunctions *since* and *because* are more precise; they show that one fact is the cause of the other. For clearness and emphasis choose not only the right kind of sentence but the right connective.

Study the effect of the different connectives in the following sentences:

- a. The spring flood was severe *and* the entire town was wiped out.
- b. Because the spring flood was severe (*cause*), the entire town was wiped out (*result*).
- c. The spring flood was *so* severe (*cause*) *that* the entire town was wiped out (*result*).

If you wish to make your ideas clear and emphatic, you must analyze their relationship and then construct the kind of sentence which expresses that relationship. Review compound and complex sentences, pages 79–82.

- a. You have not finished your work, *but* you may go.
- b. *Although* you have not finished your work, you may go.

Which connective better expresses the relation between the two ideas?

- a. The girls stopped whispering *and* I started the meeting.
- b. *As soon as* the girls stopped whispering, I started the meeting.

Is the relationship here an addition of ideas? What two advantages has sentence b over sentence a?

Some ideas are properly joined to form a compound sentence, with neither one subordinate to the other.

- a. This composition has been revised by the author *and* it has been corrected by two other people.
- b. This composition has been revised by the author; *besides* it has been corrected by two other people.

Which connective is better?

Exercise 3: Combine the following ideas into effective sentences by using proper connectives and either co-ordination or subordination as seems desirable.

1. The bell rang for lunch. They all rushed to the cafeteria.
2. The suit is of fine material. It is very reasonable in price.
3. We passed no filling station. We decided we had taken the wrong road.
4. They came to a fork in the road. They didn't know how to go on.
5. Our new teacher has never been in a steel plant. We could show her many things.
6. The Empire State Building is very high. It affords a fine view of the city.
7. He is brilliant in his studies. He is not at all conceited.
8. The schedule was approved by the faculty. Tom presented it to the school.
9. She is very small. She cannot be considered for a telephone operator.
10. She decided upon the pattern. She set to work enthusiastically.
11. The day was warm and sunshiny. We decided to take a drive.
12. The girls strolled down the street. They saw an old woman limping toward them.
13. The new store gives excellent service. It is inexpensive and in the heart of the city's business section.
14. He knew a great deal about business. He knew nothing about helping people.
15. We heard no more whispering. We thought the children had fallen asleep.
16. You must first decide what the problem asks. You will know how to work it.
17. The newer automobiles have many safety devices. There is less danger for the driver.
18. Italy's demands are unreasonable. They will involve many nations.

19. Your tourist agent will help you in getting your passport. He will take care of your visa, at cost.
20. Twenty-five years ago he did not have money enough to buy a Thanksgiving turkey. Today he is many times a millionaire.

How many different connectives did you need to express the relation of ideas? Connectives include conjunctions, conjunctive adverbs, adverbial phrases, and relative pronouns. If they join clauses of equal rank, they are *co-ordinating*. If they join main and subordinate clauses, they are *subordinating*. The following connectives are arranged under the relationships which they indicate.

1. *To show addition*: and, also, besides, furthermore, likewise, moreover, similarly, in addition, in like manner, in the same way.
2. *To show contrast or difference*: but, yet, however, nevertheless, still, notwithstanding, on the contrary, on the other hand, in contrast.
3. *To show choice*: or, nor, either — or, neither — nor, else, otherwise.
4. *To show cause or reason*: for, because, as, since, in as much as.
5. *To show consequence or result*: so, so . . . that, therefore, hence, accordingly, thus, consequently, as a consequence, as a result, for this reason.
6. *To show purpose*: that, in order that, lest, so that.
7. *To show condition*: if, unless.
8. *To show concession or to grant*: although, though, while.
9. *To show manner*: as, as if, as though.
10. *To show comparison*: than, as — as, so — as.
11. *To show time relationship*: when, until, while, before, after, as soon as, as long as, since, meanwhile, thereafter, eventually.
12. *To show sequence*: next, finally, in the second place.
13. *To show space relationship*: where, wherever, beyond.
14. *To refer to persons, places, or things*: who (whose, whom), whoever (whomever), that, which, whichever, what, whatever.

Exercise 4: Read each sentence or group of sentences and decide upon the exact relation of the thoughts. Then in your notebook rewrite each as one emphatic sentence, using the proper connective.

1. He had rowed steadily against the down current, and no damage had been done to his boat, and he was well pleased with himself.
2. The authorities decided that the foreign student did not deserve to land, and they told him that he would have to return to Europe.
3. She found it inconvenient to travel back and forth every day between Baltimore and Washington, and she rented a room in Brookland, D. C.
4. Both disliked washing dishes, and each in his own way tried to shirk the task.
5. The ambitious author stayed up until four o'clock in the morning, night after night, and worked on her story, and when the final day came there was still much to be done, and she stayed up until dawn.
6. The Supreme Court represents the judicial branch of the government and is one of the least known institutions of the country.
7. Political and financial obstacles held up the digging of the Panama Canal, and they were finally overcome.
8. I went to the park and found that the game had been canceled.
9. The river was getting rough and we decided to go home.
10. The important game was played later in the evening, and it was one of those nip-and-tuck contests we shall all remember.
11. I went to the flower show to see the exhibition of fall flowers, and I was delighted with Mr. Vincent's display of dahlias, and I resolved to buy the dahlia bulbs from him.
12. I do not enjoy swimming. I went along to be polite.
13. The day was beautiful. We decided to go for an automobile ride.
14. Our next-door neighbor was in her yard. She saw me and she said I had the worst sunburn she had ever seen.
15. The next day was Sunday. I had a bad case of sunburn. I could not get up to go to church. I stayed in bed all morning.
16. We could not find the automobile curtains. We decided to take shelter in one of the refreshment stands along the road.
17. One of the girls, Madeline, had not yet arrived. She worked and she was expected at seven o'clock.
18. The launch picked me up and took me back to the ship. There they gave me something to eat. I told them what had happened.

19. I sailed on the *Belgenland*. At that time it was one of the largest trans-Atlantic vessels. I made friends with the other children. We set out to explore the boat.
20. Assemblies are to me the most enjoyable part of the school day. They take my mind off my studies. Dramatic assemblies interest me most. They are always exciting.

A common error in connectives is the use of *when* and *because* to introduce noun clauses after linking verbs.

Wrong: A foul ball is *when* the ball strikes the net or goes into the wrong court.

Wrong: The reason for my tardiness was *because* Mother asked me to help her.

The linking verb *is* or *was* should be completed by a substantive (noun or noun-equivalent) which means the same as the subject. But *when* and *because* are usually adverbial connectives. Use instead a connective for a noun clause or a noun modified by an adjective clause.

Right: A foul ball is a *ball which* strikes the net or goes into the wrong court.

Right: The reason for my tardiness was *that* Mother asked me to help her.

Exercise 5: In your notebook, re-write correctly all incorrect sentences in the following paragraph.

The reason I like dogs is because they are real companions. At times of sorrow or of joy is when they prove this trait. I shall never forget the deep sympathy of our Toodles when a member of the family was unhappy, nor the amusing antics when we were in a good mood. The day Willie broke his leg was when Toodles was most depressed. The reason was because Willie was screaming, Mother was softly crying, and Helen and I were too frightened to move. Sympathy is where someone takes on another person's mood. Well, Toodles certainly took on ours, for he seemed to lose all his gayety and life until the doctor had gone and everybody had begun to feel better.

4. Securing Conciseness

Sentences which use needless words waste time and space. A string of short sentences should usually be combined by changing some of them into phrases or clauses or even single words.

Poor: At the foot of the mountain was a plunging creek. It was bordered with leafy cottonwoods.

Improved: At the foot of the mountain was a plunging creek, bordered with leafy cottonwoods.

Poor: Washington contains some of the best-known art galleries in the country. Probably the best known is the Corcoran Gallery of Art. Also located in Washington is the National Gallery of Art, but in my estimation its collection is not so extensive as that of the Corcoran Gallery.

Improved: Of the many art galleries in Washington probably the one most widely known is the Corcoran. Its collection also, in my estimation, is more extensive than that of the National Gallery.

Exercise 6: Improve the following sentences by expressing the ideas more concisely.

1. Cal was a fat, elderly swinghorse. He stubbed along. His tail was half-raised. His head was hanging in a thoughtful look at the ground.
2. The annual house-cleaning of evil spirits started. There was a salvo of firecrackers. These brought every idle white man on the jump to see the doings.
3. Fourscore and seven years ago our fathers brought forth a new nation. It was brought forth on this continent. It was conceived in liberty. It was dedicated to the proposition that all men are created equal.
4. Tess and Ed Murrow and I were together. We came up the lake on a paddle-steamer. It was glorious June.
5. At last the aviator was able to make a landing. He did this by careful maneuvering.
6. Straight ahead lay the road. It descended by twists and turns to the broad valley. There the wide expanse of open farm lands was interrupted by the clustered houses of the village.
7. The play was over. She arose to go out. She was so unnerved that she had to sit down again. Soon she regained control of her feelings.
8. We alighted from the coach. Our attention was directed by loud singing to a company of men. They were approaching the station. They were carrying a long pine box.

9. There was a package. It was on the table and it contained a brand-new pair of gloves.
10. A dog ran into the classroom. It was followed by a boy in blue overalls.
11. The maid finally went to bed. This was after she had finished the mending.
12. We reached the wharf on time. This we did by running at top speed.
13. Baby Rose ran crying to her mother's arms. She had been frightened by the screaming fire engines.
14. Our club has been planning all week. We wish to have a hike on Saturday.
15. Jamison resigned his position on the team. He was disgusted by the lack of enthusiasm of the members.
16. We arrived at the town of Easton. It was about five o'clock then.
17. The boys wear short, white wool sweaters. On the front are the school initials.
18. She signed her name in large flourishing letters. She smiled mischievously as she did this.
19. The sight of the dog wrung our hearts. It was badly hurt.
20. The president rose from his seat. This was for the purpose of making an announcement.

5. Using Skillful Repetition

To be effective, repetition must be intended. See to it that you repeat for clearness or emphasis only the important word or phrase. Take care lest the sentence contain needless words repeating the same idea.

Wrong: The faint sound was still audible to the ear.

Right: The faint sound was still audible.

Right: The faint sound grew fainter but it was still audible.
(Intended repetition.)

Wrong: She wore a pretty hat on her head.

Right: She wore a pretty hat.

Poor: We shall leave in the month of December.

Better: We shall leave in December.

Exercise 7: Write in your notebook, beside the number of the sentence, the superfluous words which should be removed from the following sentences, but do not make any change if words or phrases are repeated with skillful effect.

1. His signature is illegible; I cannot read it.
2. The policy that the board follows is not a good policy.
3. Maude Adams had come to a fork in the road where one signpost seemed to read *Wealth* and the other *Artistic Success*. Which road was she to follow? Could she achieve artistic and financial success at the same time? If she followed the post which read *Wealth*, must she abandon her high aims as a stage artist?
4. The disease he has is one of the incurable diseases.
5. The very young and the very old do not mix well together.
6. Every time a boy quenches his campfire carefully or helps fight a forest fire; every time he chops up an old stump or a fallen tree for firewood instead of felling a standing living tree; every time he works a garden plot intelligently; every time he loyally obeys the game laws of his state, he is helping along the big work of conservation.
7. Jack and his sister Mary wished to reach school before eight o'clock, and they left home one hour earlier than usual to take the trolley car. They were halfway to their destination and they had to wait nearly thirty-five minutes because of an accident. The car finally brought them to their school, and they alighted, glad that they had at least a few minutes additional before the school day began. They proceeded to use to the best advantage the few minutes remaining until the opening period.
8. In all I went to school nineteen years, an appalling length of time, for as I review them it seems to me that I got all my education out of just five days. One was a day of investment. One was a day of adventure. One was a day of wonder. One was a day of power. One was a day of weakness.
9. She hopes that her book will receive favorable approval.
10. This step is taken for the common good of all.
11. Bill and his friend have long had a mutual admiration for each other.
12. He likes football, baseball, basketball, and etc.
13. The thought is the important thing: that this is an exercise in self-expression — not in spelling-expression, or in grammar-expression, or in rhetoric-expression, but in self-expression until it becomes permanent and develops into a habit.
14. I wish you all to write a personal biography of your life.
15. And all of this might have been different with a different teacher! This turning of creeping things into words, this endowing of incident with human interest, this multiplying myself a

million times — all of this might have ended in defiance, dismay, and defeat.

16. In the course of a day's walk there is much variance in the mood. From the exhilarating start to the happy arrival the change is certainly very great. During the day the traveler moves from one extreme to another. With the material landscape he becomes incorporated and gradually sees everything about him as in a cheerful dream.
17. I wish that, since you all are leaving soon, that each of you would leave me his address.
18. Ask an Englishman what nation in the world enjoys most freedom, and he immediately answers his own. If you ask him in what that freedom principally consists, he is instantly silent.
19. Goethals once said: "There is no success without loyalty. The man who is disloyal to his profession, to his country, or to his superiors is disloyal to himself."
20. Mary enjoyed the universal esteem of the whole school.

6. Using Parallel Structure

Thoughts like lines may be parallel; that is, they may go in the same direction and be of equal value. Such thoughts should be expressed in similar form. For example:

Wrong: He is a thin man with a small head, and he has an upturned nose.

Right: He is a thin man with a small head and an upturned nose.

In the first sentence the man is described by the phrase *with a small head* and by the independent clause *he has an upturned nose*. If the clause is changed into a phrase, the parallel ideas are expressed in parallel form.

Wrong: The team failed on account of the muddy field and because one of the players was absent. (Phrase and clause)

Right: The team failed because the field was muddy and because one of the players was absent. (Parallel clauses)

Wrong: To err is human; forgiving is divine. (Infinitive and gerund)

Right: To err is human; to forgive is divine. (Parallel infinitives)

Such parallel constructions give emphasis. Note that noun is matched with noun, gerund with gerund, infinitive with infinitive, phrase with phrase, and clause with clause.

If correlative conjunctions are used, they should be so placed as to emphasize the parallel thoughts and structure.

Wrong: Either you may finish the work here *or* take it with you.

Right: You may *either* finish the work here *or* take it with you.

Exercise 8: In your notebook, beside the number of the sentence, correct each of the following, putting the parallel elements in the same construction.

1. The girls spend much time on badminton and learning to swim.
2. Playing tennis is better exercise than to swim.
3. He went to the gymnasium hoping to find the coach and that he would get a chance to play on the team.
4. Having lost the oars and as it was getting dark, I felt desperate.
5. The principal told us that we should study our lessons and to join some interesting clubs.
6. We could not drive fast, for the road was icy and on account of the steep grade.
7. We decided that we would not hike any farther and to build a fire for supper.
8. I have no powder, no rouge, and I left my belt at home.
9. Our team lost because we had four substitutes and on account of the very strong wind against us.
10. My father gave me three commands: to have the car oiled and greased, to fill the tank with gasoline, and that I must not carry more than six people.
11. The boys had three discouragements: the coins were out of circulation; many former owners of the house contested the finders' rights; and the court holding the money in trust.
12. Because she had traveled and on account of her reputation Miss Brown was appointed to the staff.
13. Dora was energetic, intelligent, and she had an even temperament.
14. Few national leaders anticipated the collapse of Germany so soon and how far it would affect the rest of the world.
15. Winston Churchill was a man of action and who was one of the most powerful speakers of his generation.
16. General Eisenhower was the American who managed the African campaign and later directing the attack on Sicily.
17. On his way into the store John spoke to the girl who was washing the window and her brother.

18. Edward was unable to decide whether he should take the examination or to study longer for it.
19. He may purchase the watch for cash or on credit.
20. Not only was Dickens a popular author but also a reformer.

7. Gaining Emphasis by Position

Emphasis means stress upon the most important or significant part of the thought or feeling you are expressing. As you have seen, it may be secured by skillful repetition. Emphasis may also be gained by position. Two places in the sentence are emphatic — the beginning and the end; and of the two the more emphatic is the end. Such merely explanatory expressions as *I believe, he thinks, in your opinion, as you state, generally speaking* should be placed in unemphatic positions.

Poor: Teachers and pupils need to know one another better, in your opinion.

Improved: Teachers and pupils, in your opinion, need to know one another better.

Exercise 9: Write the following sentences in your notebook, improving the emphasis by rearrangement.

1. Aeronautics ought to be in the curriculum, I think
2. We all should have studied more than we did, it seems.
3. My sister really knows how to cook, I am sure.
4. This recent novel of his is a pot-boiler, it has been hinted.
5. He resolved to publish another paper, but he found the effort beyond his strength, much to his surprise.
6. Many books have not been returned to the library, you know.
7. An equable stride gradually neutralizes and puts to sleep the serious activity of the mind, like knitting, like the work of a copying clerk.
8. It seemed as if there were millions of birds during the first summer days.
9. The days were short and overcast skies were the rule for December, almost invariably.
10. The man who deceives others is really deceiving himself, as you state.
11. Not to keep hours for a lifetime is to live forever, I was going to say.

12. You see there is much variance in the mood in the course of a day's walk.
13. This book conveys a powerful moral, in my opinion.
14. There was an unusual number of redstarts and black and white warblers, many of the large warbler family, in fact.
15. Wearing a tuxedo for the first time is a red-letter day in the average boy's life.
16. However, she knew that everything possible had been done for the patient.
17. The greatest names in English literature are Chaucer, Shakespeare, Milton, Wordsworth, and Browning, arranged chronologically.
18. People say many harsh things, but they do not mean them, generally speaking.
19. We look back with special favor to all those books we have read on such occasions.
20. You ask yourself one question more: whether you have been the wisest philosopher or the most egregious of donkeys for the interval.

8. Gaining Emphasis by Active or Passive Voice

Another way of gaining emphasis is to make proper use of the active and the passive voice. The active voice gives a sense of action and movement; it should be used in narrative, especially if rapid action is desired. The passive voice is useful for emphasizing a sense of stability and for giving an impersonal effect when the actor is unimportant.

A change from one voice to the other sometimes helps also to emphasize a word or phrase by changing its position in the sentence. The context, of course, helps to determine which voice is preferable.

Poor: Traffic was speeded up by the gathering storm.

Improved: The gathering storm speeded up traffic.

Poor: An untidy room was revealed in the dismal light.

Improved: The dismal light revealed an untidy room.

Exercise 10: Change the verbs in the following sentences from the passive to the active voice. Is the original or the rewritten sentence more effective? Why?

1. The house was erected at the edge of the lake by my cousin.
2. Many picnickers are accommodated every Saturday afternoon at Patterson Park.
3. At our house an excuse for a party is offered by birthdays.
4. Our laundry work is done on Monday by Martha.
5. Her paw was calmly licked by Tilly, our house cat.
6. Wires are held up for many miles by telegraph poles.
7. Intruders are kept out by the fence around the garden.
8. My cap was hung upon its proper peg.
9. The voice was heard coming from the cellar below.
10. In summer tourists were afforded much pleasure by the lake.
11. Both boys accepted my invitation and were taken for a sail on the bay.
12. If you buy three bars of this soap, you will be given a free towel.
13. Mt. Vernon has been made into a sort of museum.
14. Because that dog has not been washed for two weeks, he looks very dirty.
15. The crew was rescued before the ship went down.
16. Sir Walter Scott was haunted by debts, even though he worked hard day and night.
17. For three months the river was covered by a thick sheet of ice.
18. She had been accused unjustly and we now offered her our sympathy.
19. The gate had been left open by some careless child.
20. The Armistice was signed on November 11, 1918.

Exercise 11: Change the verbs in the following sentences from active to passive voice. Is the original or the rewritten sentence more effective? Why?

1. Fanny left her book for me.
2. The visitor told the tale with great amusement.
3. My father painted our new garage.
4. We lighted the lamp after supper.
5. Someone had rolled the old man's chair out into the sunshine.
6. The bank clerk closed the book and handed it to me.
7. Tilford sent the ball flying across the net.
8. The mischievous little snow man had dwindled away in the sunshine.
9. The children proudly drove the pony to town.
10. On Christmas morning James opened all his gifts.
11. Several people saw the bandit escaping in the car.

12. We heard sweet strains of music from across the lake.
13. The pilot now turned the boat in the opposite direction.
14. My brother solved the puzzle.
15. The baby broke the new dish.
16. The man took his daughter to a famous doctor.
17. The coach selected Arnold as captain of the team.
18. After the meeting the chairman appointed Lottie the leader for next month.
19. Julia carelessly left her tricycle on the steps.
20. That dog has teased my cat too long.

9. Securing Variety

VARIETY IN WORD ORDER

The normal word order of the English sentence, as you know, is subject followed by predicate; for example, *Many persons save money regularly*. There are, however, many other ways of arranging words within the sentence. (Review pages 10–11.) Learning these other ways is the first step towards securing that variety which gives charm to your writing and speaking. Merely by changing the order of the sentence parts you can avoid monotony and achieve variety.

a. Begin with an adverb:

Cautiously the man felt his way.

Skillfully the surgeon removed the bullet.

b. Begin with an adjective:

Similar to previous reports was the one from the present secretary.

Joyful as a bride, Mary accepted the reward.

c. Begin with an appositive:

A former champion *boxer*, he was appointed director of athletic activities.

A one-time *Democrat*, he ran for the presidency on the Republican ticket.

Exercise 12: Experiment with the following sentences. Show at least one way of changing the word order effectively, and two ways if possible.

1. Frank Bracebridge, an old bachelor with an independent income, revolved through the family system like a vagrant comet in its orbit.

2. I was able to discover the solution nowhere.
3. His method of instruction was unique.
4. The players swung into position quickly.
5. The writer of the book, a famous aviator, allows his readers to share his intimate fears.
6. Bill was caught in his pranks only occasionally.
7. The boys asked for a second helping often.
8. This building, now a warehouse, used to be a hotel.
9. Mr. Jones, a well-known teacher, made an attractive speech.
10. The school counsellor was A. B. Smith, a retired merchant.
11. He is here.
12. He spoke thus.
13. The sentry must never leave his post.
14. This poor crippled man was greater as a leader of men and as a benefactor of mankind than all the tall, handsome knights of old.
15. The rain drops into the city slowly, without force.
16. The shouts of approval were heard again.
17. James was the sort of person I like, an earnest student and a jolly fellow.
18. Different kinds of games were being played upstairs.
19. The passenger, no stranger to the pilot's seat, took over the controls.
20. Vermont, an independent republic for fourteen years on the continent of North America, was ruled by men who stood straight and strong on their own feet.

OTHER WAYS OF VARYING WORD ORDER

- a. Begin with the object of a transitive verb:

That, Washington could do!

All the *men* over thirty-eight the Army discharged.

- b. Begin with a prepositional phrase:

In the field the men were still working.

At the age of five I went to South America.

- c. Begin with an infinitive phrase:

To carry out his brother's plan, Frank first joined the gang.

To complete the task was not so easy as I had thought.

Exercise 13: Revise the following sentences, using one of the methods illustrated in a, b, or c just above.

1. Your blinds you should lower at dawn in order to sleep late.
2. Most persons are afraid of being helpless in old age. The plan of the Government is to remove this fear. (Change the second sentence.)
3. A deep longing was in the child's eyes.
4. It is absurdly easy to look into man's heart today in the quest for democracy and find there evidences of envy, of greed, of blindness, of malice.
5. We have built actually a new kind of man in America in our quest for self-respect.
6. It demands presence of mind and quickness of aim to kill a deer when one suddenly passes him on a runaway.
7. The two pilots looked at each other in dismay.
8. Everyone of the questions from the floor the grievance committee will consider.
9. The herd of cattle stampeded over the barbed-wire fence and into the woods.
10. The audience arose at the entrance of the graduating class.
11. Food at any time it is sinful to waste.
12. I took a physical examination to meet the requirement.
13. The opportunity came in a few days.
14. Curie had become the idol of a group of students of science. Marie was a member of this circle. (Change the second sentence.)
15. Father removed the grate from the wide fireplace to make way for a fire of wood.
16. One task before retiring he resolved to complete — to read every poem in his English assignment.
17. I find efficiency and beauty, ugly crudeness and tenuous delicacy all about me in the bridges I see or walk to look at in passing.
18. My idea only one of the fifteen men on the committee favored.
19. The "Little Giant" developed heart trouble in October, 1927, on his return from a trip to California.
20. A house must have certain characteristics to be a home.

A THIRD GROUP OF WAYS OF VARYING WORD ORDER

a. Begin with a participial, gerund, or nominative absolute phrase:

Anticipating the offer, the young inventor had decided to ask for five thousand dollars.

Attracted by the sound of breaking glass, a crowd soon gathered about the automobiles.

Managing the team was a new experience for Tom.

The deck cleared, we were ready for action. (Called a nominative absolute because the participle modifies a noun which is absolute, or independent, in structure.)

b. Begin with an adverbial clause:

When a vacancy occurred on the Supreme Court Bench, President Wilson appointed Brandeis an associate justice.

While John was fighting in Africa, Bill was sailing for Australia.

Because you recommended this book, I bought it.

c. Begin with a noun clause:

That John chose wisely, no one can deny.

Whatever is, is right.

That all may go well with you is my earnest prayer.

Exercise 14: Revise the following sentences, using methods a, b, or c above.

1. Another meeting should be called as soon as the various reports are in.
2. My father, trying earnestly to help me, advised me to work consistently.
3. Mr. Creakle's belief was that only beatings and other severe punishments could convince boys and girls of the necessity of learning their lessons.
4. John saw the crash and called for help.
5. Every obstacle possible was put in the way of acquiring learning though everybody praised it.
6. The traffic officer stands at the intersecting streets and directs traffic during the rush hours.
7. It was only too plain that the coach disliked the new player.
8. The car will not run if the gasoline tank is empty.
9. He thought it strange that the course of education was made as thorny as possible.
10. James was convinced that he had won the election and went home before midnight.
11. I shall be glad to employ whomever you recommend.
12. I decided to be a librarian, no doubt because my mother is one.
13. MacDowell was relieved of his duties at Columbia and undertook fresh responsibilities.

14. The two boys washed the car and proceeded to simonize it.
15. My father saw me when I was leaving school.
16. Dewey was thus encouraged and continued to broaden his studies.
17. My feet began to ache while I was climbing the hill.
18. It was now clear to all that the charge against him was false.
19. The youths, watching the foreman with snakelike cunning, did as little clawing in the earth as possible.
20. It is undeniable that our American democracy has built into stone and steel, brick and wood, even into the institutions of commerce and government, of religion and social usages, a million aspects of our nature.

VARIETY IN FORM AND LENGTH OF SENTENCES

Skillful authors vary their sentences in form and length. If you analyze each sentence in the following paragraph with reference to form and length, you will obtain these facts:

- a. Simple sentence of 9 words.
- b. Compound-complex sentence of 48 words.
- c. Complex sentence of 62 words.
- d. Compound-complex sentence of 46 words.
- e. Complex sentence of 37 words.

(1) A boy's life is of a very flexible sort. (2) It takes but a little while for it to shape itself to any new surroundings in which it may be thrown, to make itself new friends, to settle itself to new habits; and so it was that Miles fell directly into the way of the lads of Devon. (3) On his first morning, as he washed his face and hands with the other squires and pages in a great tank of water in the armory courtyard, he presently found himself splashing and dashing with the others, laughing and shouting as loud as any, and calling some by their Christian names as though he had known them for years instead of overnight. (4) During chapel he watched with sympathetic delight the covert pranks of the youngsters during the half hour that Father Emanuel droned his Latin, and with his dagger point he carved his own name among the many cut deep into the back of the bench before him. (5) When, after breakfast, the squires poured like schoolboys into the great armory to answer the roll call for daily exercises, he came storming in with the rest, beating the lad in front of him with his cap.

— HOWARD PYLE, *Men of Iron*¹

¹ Reprinted by permission of Harper & Brothers, Publishers.

Exercise 15: Make a similar analysis of the following selections, and write the results in your notebook.

A

(1) Mrs. Baxter was troubled. (2) During the afternoon she glanced from the open window of the room where she had gone to sew, but the peaceful neighborhood continued to be peaceful, and no sounds of the harassed footsteps of William echoed from the pavement. (3) However, she saw Genesis arrive (in his week-day costume) to do some weeding, and Jane immediately skip forth for mingled purposes of observation and conversation.

— BOOTH TARKINGTON, *Seventeen*¹

B

(1) The weak-willed youth who took no interest in politics and never read a newspaper had grown into a man of unbending determination whose tireless energies were incessantly concentrated upon the laborious business of government and the highest questions of state. (2) He was busy from morning to night. (3) In winter, before the dawn, he was to be seen, seated at his writing table, working by the light of the green reading lamp which he had brought over with him from Germany, and the construction of which he had improved by an ingenious device. (4) Victoria was early too but she was not so early as Albert; and when, in the chill darkness, she took her seat at her own writing table, placed side by side with his, she invariably found upon it a neat pile of papers arranged for her inspection and signature. (5) The day, thus begun, continued in unremitting industry. (6) At breakfast, the newspapers — the once hated newspapers — made their appearance, and the Prince, absorbed in their perusal, would answer no questions, or if an article struck him, would read it aloud. (7) After that there were ministers and secretaries to interview; there was a vast correspondence to carry on; there were various memoranda to be made . . . (8) The demands of society were narrowed down to the smallest limits, and even then but grudgingly attended to. (9) It was no longer a mere pleasure; it was a positive necessity to go to bed as early as possible in order to be up and at work on the morrow betimes.

— LYTTON STRACHEY, *Queen Victoria*²

¹ Reprinted by permission of Harper & Brothers, Publishers.

² Reprinted by permission of Harcourt, Brace and Company, Publishers

C

(1) It is with diffidence that I rise to add any words of mine to the music of these younger voices. (2) This day, Gentlemen of the Graduating Class, is especially yours. (3) It is a day of high hope and expectation, and the counsels that fall from older lips should be carefully weighed, lest they chill the ardor of a generous enthusiasm or stay the all-conquering faith of youth that moves the world.

S. W. CURTIS

D

(1) When those of us who are now middle-aged were boys, we picked our peaches and apples from trees in our own backyards. (2) Our sons and daughters now buy them at the grocery. (3) They do this because the backyard orchards no longer exist; they cannot exist — the insects will not allow them to do so. (4) They have won a battle in the thousand-year war. (5) The result is a blow to man in the permanent curtailment of his food supply.

WILLIAM A. DUPUY

Exercise 16: Improve each of the following paragraphs by giving more variety to the length and form of the sentences.

A

The dog is man's best friend among animals. He always shows his appreciation in one way or another for kindness. He even licks your hand in gratitude for a drink of water. Human beings like to be remembered and so does a dog. Perhaps someone has been on a trip away from his home for several days. He returns home and greets the different members of the family. The dog awaits his word of greeting, too. He is extremely disappointed and hurt if he is forgotten.

B

Here she comes, the pest of the neighborhood. This lady is rather large in stature and has a very large mouth. Upon entering our house, she makes her way immediately to the rocker. She then begins her incessant talking, mostly about other people. She has a peculiar habit of asking you a question and not giving you time to answer. She answers it for you. Soon she begins to pour out her family troubles. Her husband is a loafer, and her daughter is always sick, and her son has to work. Besides all these things, she complains of not having enough money; but I know differently. Finally, she becomes aware of the time. She had said she was going to stay only a few minutes, but it seems that her minutes are hours. She goes

out the door, still talking. Perhaps you have heard of such a person as this. If so, you will agree with me that she is a troublesome pest.

VARIETY IN TYPES OF SENTENCES

There is another way of securing variety in the succession of sentences; it is by making occasional use of the interrogative, the imperative, and the exclamatory, along with the declarative sentence. Compare (A) the spoiled, and (B) the original versions, of the following selections:

A

We are very ready to say of a book, (1) "This is good — (2) I think exactly like it." But the right feeling is, (3) "This is indeed strange. I never thought of that before. I see it is true; or if I do not now, I hope I shall some day."

B

Very ready we are to say of a book, (1) "How good this is — (2) that's exactly what I think!" But the right feeling is (3) "How strange that is! I never thought of that before, and yet I see it is true; or if I do not now, I hope I shall some day."

— JOHN RUSKIN

In the first form, all the sentences are declarative, so that every one makes a flat statement. Compare the numbered sentences of the two versions, and you can easily perceive the great difference the exclamatory kind makes. Ruskin desired to reveal how closely his feelings were involved with his ideas.

A

The very humanity of men at large is in itself a source of inspiration. (1) If you study men on the trains, on the road, in the jungles of great cities — "through the ages, every human heart is human." (2) If you look for the best, the best shall rise up always to reward you.

B

The very humanity of men at large is in itself a source of inspiration. (1) Study men on the trains, on the road, in the jungles of great cities — "through the ages, every human heart is human." (2) Look for the best, and the best shall rise up always to reward you.

— D. S. JORDAN, *Life's Enthusiasms*¹

¹ Published by World Book Company.

In the latter version imperative sentences replace the declarative. Note, however, that this way of expressing a condition usually requires the conjunction *and* before the second clause.

Exercise 17: Try to improve the effectiveness of the following passages by substituting interrogative, imperative, and exclamatory sentences for some of the declarative.

A

So it goes. Everything they do shows just what sort of people they are. You should look at the things they hang out in their backyards. If your things looked like that, you would at least keep them indoors. It is not that they are so old, but they were chosen with such monstrously bad taste in the first place. It is difficult to understand why people want to furnish a house with things like that. They must have cost enough, too, and for that amount of money they could have bought — but there is no use talking. There are distinctions that you can never make people feel.

— Adapted from FRANK M. COLBY, *The People Next Door*¹

B

It is unfortunate that the ethics of amateur baseball are still deplorable — beneath comparison with the ethics of golf or tennis. A golf or tennis player would be condemned if he should attempt to “rattle” his opponent by jeering at him as he was about to execute a difficult stroke. Yet such is the regular and apparently approved practice in baseball. It is simply one more proof that man as an individual can be both reasonable and gentlemanly; if he is put in a group, he becomes one of a pack of wild beasts.

— Adapted from W. L. PHELPS, “The Great American Scene”²

C

The bird seemed like an integral part of the green beech woods. I saw it a moment as the flickering leaves parted, noted the white spot on its wing, and it was gone. The thought of it clung to me afterwards. It was a revelation. It was the first intimation I had that the woods we knew so well held birds that we knew not at all. Our eyes and ears must have been dull then. There was the robin, the blue jay, the bluebird, the yellowbird, the cherry bird, the catbird, the chipping bird, the woodpecker, the highhole, an occasional

¹ Reprinted by permission of Dodd, Mead & Company, Publishers.

² From *Youths' Companion*; reprinted by permission of Estate of William Lyons Phelps.

redbird, and a few others, but none of us dreamed that there were still others that not even the hunters saw, and whose names no one had ever heard before.

— Adapted from JOHN BURROUGHS, *Feathered Life in America*¹

D

Secrets lurk on all sides. There is news in every bush. Expectation is ever on tiptoe. The woods have a new interest. You long to explore every nook and corner of them.

— Adapted from JOHN BURROUGHS¹

E

If it were perfectly certain that the life and fortune of every one of us would, one day or other, depend upon his winning or losing a game of chess, you would think that we all should consider it to be a primary duty to learn at least the names and the moves of the pieces. . . . You would think that we should look with disapprobation amounting to scorn upon the father who allowed his son, or the state which allowed its members, to grow up without knowing a pawn from a knight.

— Adapted from T. H. HUXLEY, *A Liberal Education*



TEST V. SENTENCE IMPROVEMENT (FORM B)²

1. Recognizing Ways of Securing Sentence Variety

A. Directions: The following groups of sentences are varied by the use of declarative, interrogative, exclamatory, and imperative sentences. On your answer sheet copy the number of each sentence in each group and beside it the letter which identifies the kind of sentence it is.

- D** Declarative sentence
- It** Interrogative sentence
- E** Exclamatory sentence
- Ip** Imperative sentence

- I. (1) Give us more of this wondrous water! (2) We are younger.
(3) But are we still too old? (4) Give us more of the youth building water.

¹ Reprinted by permission of Houghton Mifflin Company, Publishers.

² See footnote, page 188.

B. Directions: The following groups of sentences are good because each group has variety in the kind of sentence used. On the answer sheet copy the number of each sentence and beside it the letter identifying the kind of sentence which it is.

- a** Simple sentence
- b** Compound sentence
- c** Complex sentence
- d** Compound-complex sentence

The first sentence is handled correctly as a sample. Since sentence (1) is a complex sentence, you will write on your answer sheet: B (1)-c.

- I. (1) One evening, in the twentieth year since he vanished, Wakefield is taking his customary walk towards the dwelling which he still calls his own. (2) It is a gusty night of autumn, with frequent showers that patter down upon the pavement and are gone before a man can put up his umbrella. (3) Pausing near the window, Wakefield discerns, through the parlor windows of the second floor, the red glow and the glimmer and the fitful flash of a comfortable fire. (4) On the ceiling appears a grotesque shadow of good Mrs. Wakefield.
- II. (1) The cap, the nose and chin, and the broad waist form an admirable caricature, and it dances, moreover, with the blaze almost too merry for the shade of an elderly widow. (2) At this instant a shower chances to fall and the rain is driven full into Wakefield's face. (3) He is quite penetrated with its autumnal chill. (4) Shall he stand wet and shivering here, when his own hearth has a good fire to warm him?
- III. (1) He ascends the steps — heavily — for twenty years have stiffened his legs since he came down. (2) He walks slowly along the balcony and pauses now and then to pick an autumn flower. (3) Would you go to the sole home that is left to you? (4) Then step into your grave!
- IV. (1) The door opens slowly, very slowly; the fingers, then a hand, and finally what appears to be a lady's forearm appears — and that is all. (2) As he passes in we have a parting glimpse of his visage, recognizing the crafty smile which was the precursor of his little joke. (3) How unmercifully has he quizzed the poor woman! (4) Well, let Wakefield have a good night's rest.

2. Constructing Sentences Correctly

Directions: From each group of sentences given below select the one you think is *best* constructed. On your answer sheet beside the number of that sentence write "best." Then, beside the number of each sentence you reject, copy the letter corresponding to the reason for your rejection, as follows:

- a Incorrect position of modifiers
 - b Improper subordination or co-ordination of ideas
 - c Tiresome repetition of same word
 - d Needless words
 - e Dangling participle
- I. (1) Scooping up a double handful of the mold, we capture a little red salamander. (2) After we scoop up a double handful of mold, then we capture a little red salamander. (3) We scoop up a double handful of mold and we capture a little red salamander. (4) Scooping up a double handful of mold, a little red salamander is captured.
- II. (1) At the game I met John Entry, who is a clerk who works in my father's office. (2) At the game I met John Entry, a clerk in my father's office. (3) I went to the game and at it I met John Entry, a young man who works as a clerk in an office my father owns. (4) I met John Entry at the game and he works in my father's office.
- III. (1) When he drove into Buffalo next morning, he drove between smoking ruins into a sacked town. (2) He drove into Buffalo next morning and he drove between smoking ruins into a sacked town. (3) When he drove next morning between smoking ruins into a sacked town, he drove into Buffalo. (4) Driving between smoking ruins into a sacked town, he drove into Buffalo next morning.
- IV. (1) Some months passed, the Sioux had good reasons, and they sent word that they were coming for a treaty. (2) Having sent word, for reasons best known to themselves, the Sioux after some months came for a treaty. (3) It was some months afterwards that the Sioux sent word that they were coming for a treaty for some reasons best known to themselves. (4) After some months the Sioux, for some reasons best known to themselves, sent word that they were coming for a treaty.

- V. (1) Bill was too angry and the referee called a foul on his team. (2) Bill's anger was beyond all control when the referee called a foul on his team. (3) Bill he was too angry to control himself when the referee called a foul on his team. (4) Bill was too angry to control his anger when the referee rendered an adverse decision against his team.

3. Securing Variety by Word Order

A. Directions: The next group of sentences begin in one or another of four different ways. On your answer sheet copy the number of each sentence and write against it the letter of the expression which states how variety has been obtained.

- a Beginning with an adverb
- b Beginning with an adjective
- c Beginning with an appositive
- d Beginning with the object of a transitive verb

1. My precious notes he threw into the blazing fire!
2. Swiftly his fingers moved across the keyboard.
3. Cautious in every move, I eluded my pursuers.
4. Amazing was her achievement.
5. Back to the scenes of my childhood I am returning.
6. A former teacher, Madeline Brown won her bars in a short time.
7. Independent he remained throughout his career.
8. What thou hast to do, do quickly.
9. Again I appeal for your support.
10. An experienced debater, John seized the opportunity to present his opponent with an impossible choice.

B. Directions: The next group of sentences begin in one or another of five ways that are still different from those of the preceding test. On your answer sheet copy the number of each sentence and write against it the letter of the expression which states how variety has been obtained.

- a Beginning with a prepositional phrase
- b Beginning with an infinitive phrase
- c Beginning with a participial, gerund, or nominative absolute phrase
- d Beginning with an adverbial clause
- e Beginning with a noun clause

1. To be unselfish is the best way to make friends.
2. That I recognized her in spite of her disguise puzzled her.
3. Under the haystack he hid till all danger was passed.
4. After I talked with his companion, I was satisfied with my son's taste.
5. In the cellar the inspector noted many alterations.
6. Watching my opponent all the while, I cautiously led him on.
7. To take stock occasionally of one's spiritual condition is an aid to self-improvement.
8. That she felt embarrassed was obvious to all present.
9. Since you have come unprepared, you may have a little difficulty.
10. The president once defeated, new forces would immediately exert their influence.

C. Directions: The next group cover, in connected sentences, the nine ways of beginning a sentence which are different from the ordinary. On your answer sheet copy the number of each sentence and write against it the letter of the tests above (A or B) and the small letter of the expression which states how variety has been obtained, e. g. (1) A-a.

(1) Suddenly the fire crackled and spat out a spark. (2) With regret Dinny saw it die on the hearthrug. (3) More poems she read, but did not take them in. (4) Closing the little book, she opened *The Graphic*. (5) After she had turned its pages from end to end, she could not have mentioned the subject of any single picture. (6) To stop the sinking feeling beneath her heart she looked at every object in the room. (7) That she was failing again in the effort to forget her fears was soon evident. (8) Evident also was the possibility that her worst fears might be realized. (9) Hours having passed, she settled down to patient waiting. (10) Judging the worth of the manuscript was an important task and the Home Secretary was not to be hurried.¹

4. Constructions Fundamental to Good Sentences

Directions: From each group of sentences given below select the one you think *best* constructed. On your answer sheet beside the number of that sentence write "best." Then, beside the number of each sentence that you reject, copy the letter corresponding to the reason for your rejection, as follows:

¹ Adapted from Galsworthy, *End of the Chapter*, Scribners, Vol. VII, p. 317.

- a** Lack of parallel construction
 - b** Needless shift in person or subject
 - c** Needless shift in tense
 - d** Needless shift in voice
- I. (1) I know that he is a capable worker, with considerable initiative, and is reliable. (2) I know his ability as a worker, that he has considerable initiative and is reliable. (3) I know of his initiative, of his reliability, and that he is capable. (4) I know that he is capable, resourceful, and reliable.
- II. (1) It is difficult in the intellectual world to separate things from one another, find out how they stand related to one another, and to classify them respectively. (2) It is difficult in the intellectual world separating things from one another, finding their relations to one another, and to classify them respectively. (3) It is difficult in the intellectual world to separate things from one another, to find out their relations to one another, and to classify them respectively. (4) It is difficult in the intellectual world to separate things from one another, to find out how they stand related to one another, and their respective classifications.
- III. (1) The nation has been interconnected by railroads and telephones and motor cars; mass production and automatic machinery have altered industrial methods. (2) Railroads and telephones and motor cars interconnect the nation; mass production and automatic machinery altered industrial methods. (3) Railroads and telephones and motor cars have interconnected the nation; mass production and automatic machinery have altered industrial methods. (4) Industrial methods have been altered by mass production and automatic machinery, the nation being interconnected by railroads, telephones, and motor cars.
- IV. (1) It was a gay little thing, that red hat my sister had by which a flush was called to her cheeks and her somber face brightened. (2) My sister had a red hat, a gay little thing that called a flush to her cheeks and brightened her somber face. (3) My sister had a red hat, a gay little thing which called a flush to her cheeks and by which her somber face was brightened. (4) My sister had a red hat, a gay little thing that calls a flush to her cheeks and brightens her somber face.
- V. (1) Teachers might have compared the paragraph to a fan which spreads without losing its unity and increases its useful-

ness without changing its control. (2) Teachers might have compared the paragraph to a fan, spreading without losing its unity and which increases its usefulness without changing its control. (3) Teachers might have compared the paragraph to a fan which spreads without loss of unity increasing its usefulness without changing control. (4) Teachers might have compared the paragraph to a fan which spreads without losing its unity and whose usefulness is increased without changing its control.

- VI. (1) Many of us read the article, but you will not find many agree with the author's point of view. (2) Many of us read the article, but its point of view was accepted by few of us. (3) Many of us read the article, but few agreed with the author's point of view. (4) The article was read by many of us, few of whom agree with the author's point of view.

Improving Paragraph Structure

A paragraph is a series of sentences relating to a single thought and developing that thought completely. Whether it stands alone or is part of a composition, each paragraph should be complete in itself, and, to be complete, it should have a beginning, a middle, and an end. These three give the paragraph *unity*. Other terms for unity are completeness, wholeness, and oneness. However, unity is but one of three qualities vital to all good writing, the other two being *coherence*, or clearness, and *emphasis*, or force. Each will be treated in turn in this chapter.

When writing you should indicate the beginning of every paragraph by indenting the first line a half-inch to an inch to the right of your left-hand margin. As indentation at the beginning is the sign of a new paragraph, so an incomplete line at the end indicates the completion of the paragraph.

TEST VI. IMPROVING PARAGRAPH STRUCTURE (FORM A)

1. Securing Unity

A. Directions: This is a test of paragraph recognition. Read the following selection to decide how it should be divided into three paragraphs. On your answer sheet, write beside A the number of each of the three sentences which should begin a paragraph.

SOMETHING IN THE EYE

(1) I had something in my eye. (2) I had spent the afternoon in trying all the familiar remedies. (3) I had blown my nose under my mother's supervision, I had winked and rubbed in strict observance of directions from interested friends. (4) To no avail — I still had something in my eye. (5) With tear-stained cheek, I sought medical assistance. (6) Every neighborhood doctor I tried was out. (7) His hour of return and whereabouts were shrouded in mystery. (8) An

hour of fruitless effort resulted in rapidly approaching blindness and the purchase of three pocket handkerchiefs. (9) Just at the moment when my despair was blackest, my one remaining and seeing eye observed a coldly, classic doorway ornamenting a Greek temple of colossal proportions. (10) A tiny brass sign bore the legend: "Eye, Ear, Nose, and Throat Infirmary." (11) My heart leaped! (12) Here at last was respite from my woe! (13) I entered the massive portal. (14) All was cool and still. (15) After telling my troubles to the nurse at the desk, I was instructed to go to Room 80. (16) A man sitting at a desk in the center of Room 80 told me to be seated. (17) I sat against the wall and nursed my eye. (18) Silence reigned, a clock ticked. (19) I waited and waited; an hour passed; I was faint with hunger. (20) At last I was called by the doctor. (21) The world looked bright again. (22) There was a doctor in the city and he was about to remove the hindrance from my eye. (23) I hastened to him, pain and hunger forgotten. (24) I quickly explained my needs while he critically looked me over. (25) Suddenly he asked if I were a charity case and when I told him I would pay for such attention as I needed, he replied that I was in the wrong ward. (26) I started to argue, but my objections were of no avail, for the doctor could not break the rules. (27) Out into the corridor, I started walking aimlessly about the endless halls. (28) My situation seemed hopeless when I heard the soft sound of rubber soles behind me. (29) I turned to face a youth in a white jacket with masses of flaming red hair. (30) His status in the infirmary was indicated by the mop and pail which he carried. (31) I explained my plight and he admitted that it would be very irregular for me to leave without treatment. (32) After deliberating a moment of silence, he took me by the arm and led me to the end of the corridor. (33) He placed me at the window and opened a door which swung across the corridor and concealed us completely. (34) He whipped a handkerchief from his pocket and wound it about a match and delicately probed my eye. (35) A swift movement, a second of pain, and my eye closed normally. (36) The thing — whatever it was — troubled me no more. (37) I grasped his hand, pressed money into it, but he reminded me that I was in the charity ward. (38) As I left the building, I once more saw the world with normal vision.

B. Directions: This test will show you whether you know when a paragraph contains enough, too much, or too little. Classify each of the following paragraphs according to the

key given below. On your answer sheet, write beside B the numbers of the paragraphs and the letter which tells (a) that the paragraph has unity as written, (b) that the paragraph contains too much, or (c) that the paragraph contains too little.

1. To the senior class, Colonel Adamson presented as a graduation gift, the five strengths of man wrapped in a sense of humor and tied with a stout cord of discipline.

2. After the score was tied up at thirteen at half time, the basketball five of Forest Park went on to beat Loyola by a score of forty to twenty-nine. The second half was strictly the Foresters', and only once in the first half did Loyola have the lead. In the first half, Loyola was using the zone defense which somewhat held back the Foresters. But towards the end of the half, the Foresters were not stopped by the defense. In the second half Loyola switched to the man-to-man defense which later proved disastrous. However, the Foresters used the zone defense the whole game and consequently held the Blue and Gold's plays in check. The first half was somewhat dull with the Foresters taking the lead at the end of the quarter, nine to five. Then Loyola bounced back and at half time, the score was tied. At the beginning of the second half, Liezman, who played one of his most brilliant games, stole the ball from Cook, and went the length of the floor to make a layup shot. However, he missed, and Kalus who had followed up the play, took the rebound to make the shot. Again the same play happened with Kalus again scoring the points. Liezman was constantly hampering the plays of Loyola, and throughout the game, either made shots or set up shots for his teammates.

3. The mill which had worked them down was the mill that grinds young people old; the children had ancient faces and grave voices; and upon them, and upon the grown faces, and ploughed into every furrow of age and coming up afresh, was the sign, Hunger. It was prevalent everywhere. Hunger was pushed out of the tall houses in the wretched clothing that hung upon poles and lines; Hunger was patched into them with straw and rag and wood and paper; Hunger was repeated in every fragment of the small modicum of firewood that the man sawed off; Hunger stared down from the smokeless chimneys, and started up from the filthy street that had no offal, among its refuse, of anything to eat. Hunger was the inscription on the baker's shelves, written in every loaf of his scanty

stock of bad bread; at the sausage-shop, in every dead-dog preparation that was offered for sale. Hunger rattled its dry bones among the roasting chestnuts in the turned cylinder: Hunger was shred into atomies in every farthing porringer of husky chips of potato, fried with some reluctant drops of oil.

— CHARLES DICKENS, *Tale of Two Cities*

C. Directions: The following exercise will test your ability to recognize a topic sentence. Read the following paragraphs carefully. On your answer sheet copy the Roman numeral of each paragraph and beside it the number of the sentence that states the topic of the paragraph.

I

(1) The cognomen of Crane was not inapplicable to his person. (2) He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. (3) His head was small, and flat on top, with huge ears, large green glassy eyes, and a long snipe nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. (4) To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering about him, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

— WASHINGTON IRVING, *The Legend of Sleepy Hollow*

II

(1) Tom lay awake and waited in restless impatience. (2) When it seemed to him that it must be nearly daylight, he heard the clock strike ten! (3) This was despair. (4) He would have tossed and fidgeted, as his nerves demanded, but he was afraid he might wake Sid. (5) So he lay still, and stared up into the dark. (6) Everything was dismally still. (7) By and by, out of the stillness, little, scarcely perceptible noises began to emphasize themselves. (8) The ticking of the clock began to bring itself into notice. (9) Old beams began to crack mysteriously. (10) The stairs creaked faintly. (11) Evidently spirits were abroad. (12) A measured, muffled snore issued from Aunt Polly's chamber. (13) And now the tiresome chirping of a cricket that no human ingenuity could locate began. (14) Next the ghastly ticking of a deathwatch in the wall at the bed's head made Tom shudder — it meant that somebody's days were numbered.

(15) Then the howl of a far-off dog rose on the night air and was answered by a fainter howl from a remoter distance. (16) Tom was in an agony.

— MARK TWAIN, *Adventures of Tom Sawyer*¹

III

(1) It was the most extraordinary-looking little gentleman he had ever seen in his life. (2) He had a very large nose, slightly brass-colored; his cheeks were very round and very red, and might have warranted a supposition that he had been blowing a refractory fire for the last eight-and-forty hours; his eyes twinkled merrily through long silky eyelashes; his mustaches curled twice round like a corkscrew on each side of his mouth; and his hair, of a curious mixed pepper-and-salt color, descended far over his shoulders. (3) He was about four feet six in height and wore a conical pointed cap of nearly the same altitude, decorated with a black feather some three feet long. (4) His doublet was prolonged behind into something resembling a violent exaggeration of what is now termed a "swallow-tail," but was much obscured by the swelling folds of an enormous black, glossy-looking cloak, which must have been very much too long in calm weather, as the wind, whistling round the old house, carried it clear out from the wearer's shoulders to about four times his own length.

— JOHN RUSKIN, *The King of the Golden River*

D. Directions: This test will show whether you can find in a paragraph the words which give a clue to the topic thought when there is no topic sentence in the paragraph. Read each of the following paragraphs carefully to determine the topic idea and to find the words which give a clue to the topic idea stressed in each paragraph. List these words under the number of each paragraph.

I

At the end of half an hour it suddenly occurred to him that the prince was gone a long time; then right away he began to feel lonely; very soon he fell to listening and longing, and ceased to toy with the pretty things about him; he grew uneasy, then restless, then distressed. Suppose some one should come, and catch him in the prince's clothes, and the prince not there to explain. Might they not hang him at once, and inquire into his case afterward? He had heard

¹ Reprinted by permission of Harper & Brothers, Publishers.

that the great were prompt about small matters. His fears rose higher and higher; and trembling he softly opened the door to the ante-chamber, resolved to fly and seek the prince, and, through him, protection and release. Six gorgeous gentlemen-servants and two young pages of high degree, clothed like butterflies, sprung to their feet, and bowed low before him. He stepped quickly back and shut the door.

— MARK TWAIN, *The Prince and the Pauper*¹

II

By and by Tom's reading and dreaming about princely life wrought such a strong effect upon him that he began to act the prince, unconsciously. His speech and manners became curiously ceremonious and courtly, to the vast admiration and amusement of his intimates. But Tom's influence among these young people began to grow now, day by day; and in time he came to be looked up to by them with a sort of wondering awe, as a superior being. He seemed to know so much! and he could do and say such marvelous things! and withal, he was so deep and wise! Tom's remarks and Tom's performances were reported by the boys to their elders; and these, also, presently began to discuss Tom Canty, and to regard him as a most gifted and extraordinary creature. Full-grown people brought their perplexities to Tom for solution, and were often astonished at the wit and wisdom of his decision. In fact, he was become a hero to all who knew him except his own family — these only saw nothing in him.

— MARK TWAIN, *The Prince and the Pauper*

2. Securing Coherence

A. Directions: This test will show whether you can secure coherence in a paragraph by arranging the sentences in the proper order. Below are listed sentences from a paragraph. Decide what is the best order in which to arrange these sentences. On your answer sheet under A list the sentences in the order in which you think they should come; for example, if you think sentence number 3 should come first in the paragraph you will list 3 first; if you think sentence 5 should come second, you will list 5 after 3.

(1) Of all the beggar-men that I have seen or fancied, he was the chief for raggedness. (2) His skin, wherever it was exposed, was

¹ Reprinted by permission of Harper & Brothers, Publishers.

burnt by the sun; even his lips were black; and his fair eyes looked quite startling in so dark a face. (3) I could now see that he was a white man like myself, and that his features were even pleasing. (4) About his waist he wore an old brass-buckled leather belt, which was the one thing solid in his whole accoutrement. (5) He was clothed with tatters of old ship's canvas and old sea cloth; and this extraordinary patchwork was all held together by a system of the most various and incongruous fastenings, brass buttons, bits of stick, and loops of tarry gaskin.

B. Directions: This test will discover whether or not you know how to improve the coherence of a paragraph by using words which bring out the relationship between the sentences. On your answer sheet copy the number of each sentence and beside it put the letter of the method which has been used to show the relationship between the sentences. Here are the methods:

- a** Pronouns that refer to nouns previously mentioned
- b** Nouns repeated (synonyms)
- c** Such connecting words and phrases as *moreover, however, also, then, indeed, in fact, at last, therefore, for that reason, because, because of this*

(1) How many times have you heard the expression, "It's raining cats and dogs"? (2) Although there have been no actual reports of such a queer rainfall, many other oddities have been known to fall from the sky. (3) One of these odd showers brings with it that undesirable affliction, hay fever. (4) Of course, hay fever does not actually fall from the sky, but ragweed and other pollen, which cause it, are carried by the wind. (5) Ragweed, like many other plants, depends upon the wind to carry its pollen from flower to flower. (6) At times the wind is loaded with as much as 5,000 pollen grains to one cubic yard. (7) This load is not very heavy compared with the weights of some other unusual things that the wind has carried long distances and then dropped. (8) During tornadoes, chicken coops, roofs, church steeples, cartwheels, and cook stoves have rained.

3. Securing Emphasis

A. Directions: Reread paragraph III on page 231. Decide how it is developed. On your answer sheet copy the number

- a** Details
- b** Specific instances
- c** Examples
- d** Cause and effect
- e** Comparison and contrast

- a** Choice of words
- b** Arrangement of sentences in the order of climax
- c** Use of parallel structure
- d** Proper subordination



1. Securing Unity

Note how all the sentences in the following paragraph relate to the thought indicated by the italicized words.

When I was a boy, there was but *one permanent ambition* among my comrades in our village on the west bank of the Mississippi River. *That was, to be a steamboatman.* We had transient ambitions of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first Negro minstrel show that ever came to our section left us all suffering to try that kind of life; now and then we had a hope that, if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but *the ambition to be a steamboatman always remained.*

— MARK TWAIN, *Life on the Mississippi*¹

What are the hindrances to unity? There are two: (1) too much, and (2) too little. Unity, however, has nothing to do

¹ Reprinted by permission of Harper & Brothers, Publishers.

with the number of words used. A paragraph may consist of fifty words, a hundred, or two hundred. Unity is obtained in a paragraph when one single thought is *developed*. All other ideas in the paragraph must contribute to the development of the central thought. Furthermore, there must be enough details to give wholeness or completeness to the topic thought.

KEEPING TO THE TOPIC

The fault of *too much* arises from introducing ideas and thoughts that are alien to the central idea. In other words, it is "straying from the subject."

Exercise 1: In the following paragraph, what sentences are not on the topic?

MRS. BURKE

Mrs. Burke always gave the impression of being tired, especially when invited to a card game. Having received an invitation for an evening's bridge at Mrs. Brown's, she hurried along to her destination. Her hurrying was about as fast as molasses in winter. Some people always walk slowly. I myself go at a great rate no matter what place I am heading for. She appeared to have had a hard day's work and the first impression the other members of the party got upon seeing her was a picture of fatigue. Then the game began: but as usual when the bid came to her, there she was with her eyes half-closed and her head nodding. "Why couldn't she stay awake at least one evening?" was the thought of all there. "How shall we ever win the game?" her partner wondered. Had she really worked so hard that day or was she just plain lazy?

Caution: Be sure to re-read every paragraph you write to see if you have inserted ideas that are "off the subject."

GIVING SUFFICIENT DETAILS

As the paragraph requires avoidance of unrelated details, so it also demands adequate development of the central idea. A few details hastily thrown together do not make a paragraph. Note the incompleteness of the following:

Senior Day is a time of great happiness but also of sorrow; for it is on this day that seniors leave their school. Joy fills them as they think of their success in completing high school and realize that they

have at last reached that goal for which they have striven so long. It is one of the great days of every person's life.

Exercise 2: Make a list of ideas contributing to happiness and another to sorrow on Senior Day. Then rewrite the paragraph including your additional ideas.

Exercise 3: The following paragraph lacks unity because it has not sufficient details. Rewrite it in your notebook and develop the topic fully.

IT'S THE IDEA THAT HURTS

I was going to the dentist. When I thought about it a chill went up my spine, but I pretended not to be frightened. The nearer I got to the dentist's office the more nervous I became. The ten minutes in the waiting room seemed a week.

THE TOPIC SENTENCE: ECHO WORDS

In writing a paragraph, you will be helped toward unity if you state a central thought, at or near the beginning of the paragraph. The statement of the central thought of a paragraph is called the topic sentence. You will be wise also to reveal the development of the topic idea through the use of *echo words*, words which refer to the central thought and keep the reader in mind of it.

Note the topic sentence placed first in this paragraph. The words *moon* and *eclipses* echo the topic throughout the paragraph.

THE MOON AND ECLIPSES

The moon both causes and suffers eclipses. When she passes exactly between the earth and the sun, the latter is hidden behind her opaque globe, and we have a solar eclipse — one of the most interesting of all astronomical phenomena, on account of the marvelous streamers of light, called the corona, which then appear surrounding the eclipsed sun, and extending away, in some cases, millions of miles. When the moon passes the earth on the side opposite to the sun — in other words when she is a full moon — she comes at certain times almost exactly in line with the two, and then she enters the shadow of the earth and is herself eclipsed. Eclipses of the sun are very rare phenomena at any particular place on the earth, because the moon's shadow is reduced almost to a point before it reaches the earth, from

her average distance of 239,000 miles, and it is only within the shadow that the sun appears eclipsed. The orbit of the moon around the earth is continually shifting its place a little, and so the point of her shadow does not reach the earth at the same place in successive eclipses. Eclipses of the moon are frequently seen, because the earth's shadow, being much larger than the moon's, completely buries the latter when she passes into it, so that the moon can then be seen eclipsed from all places on the earth above whose horizon she happens to be at the moment.

— G. P. SERVISS, *Astronomy with the Naked Eye*¹

The topic sentence may also be phrased as a question. What words serve as echo words in the following paragraph?

ON UMBRELLAS

Now why should I hate such a harmless word as "umbrella"? Is it a weapon that can injure me? Some people would say "No" to this question, but my answer is emphatically "Yes." It injures me physically as well as mentally. I lie awake nights wondering if I shall have to carry an umbrella the next day. As a result of this sleepless state, I am bleary-eyed and pale the next morning. When I walk along the street carrying an umbrella (usually I am the only person with one), my intuition tells me that everyone is looking and laughing at me. I immediately become very self-conscious. This makes me avoid people and I am labeled "high hat" and "stuck-up" — and all on account of an umbrella.

The topic sentence should be short and should make a general statement, not a detailed one. The following sentence is not a good topic sentence because it goes into too much detail:

As I entered the room, I saw that Aunt Lottie was reading beside the brass lamp, grandfather was napping in his chair, Rachel was knitting furiously to finish her blouse sweater and the twins were building a block house in the middle of the rug.

The sentence, shortened as follows, would serve better as a topic sentence:

As I entered the room, I saw that the family were busy in their usual ways.

¹ Reprinted by permission of Harper & Brothers, Publishers.

Exercise 4: Write a good topic sentence for a paragraph which will bear upon each of the following subjects. Then develop one of your topic sentences into a paragraph.

ALONE IN THE HOUSE

INFORMATIVE RADIO PROGRAMS

SCHOOL GOVERNMENT

MY IDEA OF FUN

FOREST FIRES

A PECULIAR NOISE

THE TOPIC SENTENCE IMPLIED

Often the topic of a paragraph is implied rather than stated. Look for the topic of the following paragraph. How is it revealed?

Doc Mellhorn had never expected to go anywhere at all when he died. So, when he found himself on the road again, it surprised him. But perhaps I'd better explain a little about Doc Mellhorn first. He was seventy-odd when he left our town; but when he came, he was as young as Bates or Filsinger or any of the boys at the hospital. Only there wasn't any hospital when he came. He came with a young man's beard and a brand-new bag and a lot of newfangled ideas about medicine that we didn't take to much. And he left, forty-odd years later, with a first-class county health record and a lot of people alive that wouldn't have been alive if he hadn't been there. Yes, a country doctor. And nobody ever called him a man in white or a death grappler that I know of, though they did think of giving him a degree at Pewauket College once. But then the board met again and decided they needed a new gymnasium, so they gave the degree to J. Prentiss Parmalee instead.

— STEPHEN VINCENT BENÉT, *Tales Before Midnight*¹

There is no topic sentence in the paragraph and yet it is very easy to tell the central thought. It might be expressed thus: "Doc Mellhorn was an unassuming country doctor whose excellent work was little appreciated."

Implying rather than stating the topic is a device often used by experienced writers, especially in narrative prose; it is sometimes more effective than the continual use of the topic sentence. It is valuable to know this method when writing a long theme so that the topic sentence may not be overworked. You can train yourself to write paragraphs with

¹ Reprinted by permission of Farrar & Rinehart, Inc., Publishers.

implied central topics if you decide upon a key topic or dominant impression and then, as you write the paragraph, consciously leave out the topic sentence. Bear in mind, however, that an implied topic should be adhered to as strictly as a stated topic sentence.

Exercise 5: Write a paragraph on one of the following topics, giving it unity by implying the topic rather than stating it.

PEACEFUL EVENING

SELFISH WOMAN

MONUMENT

LAZY MAN

DREADFUL EXPERIENCE

AMUSING CHILD

Exercise 6: Study these paragraphs written by students and answer the questions which follow each one.

A

Sydney Carton was a very odd but intelligent person. He was known as the jackal because he lived with another lawyer and did most of the other lawyer's work. His worst habit in life was drinking, which he did constantly. After several years of hard life, he died, taking his friend's place on the guillotine.

In A which sentences prove Sydney Carton to be intelligent? Are enough instances of oddity given to make Carton odd and intelligent?

B

Sydney Carton had a peculiar character. In the beginning of the story he was lazy, but near the end he thought he would do something to mend his life. He exchanged places with a man in prison who was to be hanged. He did this because he loved a girl and so was not so bad after all.

In B do any of the sentences develop the idea of *peculiar*? Is there a complete picture of a peculiar man?

C

Carton was a man who had never done a good deed in his life. He always thought about himself and no one else. He was selfish and thoughtless. He did one good deed. That was exchanging places with Charles Darnay when he was to be hanged.

In C does the writer show that Carton *never did a good deed*? Doesn't he contradict the topic sentence in the fourth sentence? Is the paragraph clear? Is it complete?

Exercise 7: Study these paragraphs and answer the following questions about each one:

- a. What is the topic sentence? Copy it, or, if it is implied but not expressed, state it.
- b. Does every sentence bear upon the topic?
- c. Is the topic fully developed?
- d. Do echo words keep the reader in mind of the topic?

RAIN

I love to gaze out of the window and watch the rain come pouring down or see the lightning flash across the sky. A storm thrills me while a steady rain soothes me. Nothing is quite so comforting or so quieting as the constant pitter-patter of the rain. Its tapping on the roof lulls me to sleep. But it can have the opposite effect and make me feel ambitious. I love to work around the house, study, or "straighten up." Or I like, perhaps even better, to read an interesting book on a rainy day. The rain in all its glory and splendor aids my imagination and makes the characters seem nearer and more realistic. Under the influence of the weather I can more easily imagine a "blue castle of dreams" or call up before me a "sinister hag," and forget the rollicking, frolicking tempo of this mad era in which I live.

THE GAME OF TENNIS

Tennis is a fascinating game. This is true in the case of those who participate and of those who merely watch the play. It offers a challenge to the skill of the participants and gives them the benefit of outdoor exercise. The spectator has the advantage of being able to watch both players, to compare their shots, and to note their errors in judgment. The spectator, in order to derive the most enjoyment from the play, must follow the game almost as keenly as if he were playing. When one is thus lost in the effort of achievement, or in the hope for the success for the favorite player, he forgets for a time the cares of everyday life.

DEVELOPING THE TOPIC

The development of a topic should result in the forceful expression of the writer's meaning. Topics may be developed in many ways. Methods of development depend on the

thought. Some thoughts are made clear by giving instances; others by example; others by comparison or contrast. Some thoughts require only addition of detail; others need to have certain terms explained; still others are made clear by showing cause or effect. Usually more than one method of development is needed.

Exercise 8: Find the topic sentence of each of the following paragraphs or state the implied topic. Then note the method or methods by which the topic is developed.

A. Details. 1. Standing her ground, she stared up at the ungainly figure in the long black greatcoat and the scarred face under the slouch hat of black felt. His eyes were dark and piercing; his long bony nose curved in a beak; and his smooth shaven chin was veined in splotches like spilled blackberry wine. A livid birthmark was branded on the left side of his face between nose and temple, and this, with the drooping eye above, as defiant as the eye of a caged hawk, gave him the look of a man who had fought his way through a forest fire. Only the fire seemed to be burning not without but within. He was a saint, Ada's grandmother, who ought to have known, had insisted, and because he was a saint he had been able, in spite of his disfigurement, to attach to himself, with brief intervals of widowerhood, three excellent wives.

— ELLEN GLASGOW, *Vein of Iron*¹

2. Betimes in the forenoon, when the principal street of the neighboring town was just at its acme of life and bustle, a stranger of very distinguished figure was seen on the sidewalk. His port as well as his garments betokened something of nobility. He wore a richly embroidered plum-colored coat, a waistcoat of costly velvet, magnificently adorned with golden foliage, a pair of splendid scarlet breeches and the finest and glossiest of white silk stockings. His head was covered with a peruke, so daintily powdered and adjusted that it would have been a sacrilege to disorder it with a hat; which, therefore (and it was a gold-laced hat, set off with a snowy feather), he carried beneath his arm. On the breast of his coat glistened a star. He managed his gold-headed cane with an airy grace, peculiar to the fine gentlemen of the period; and, to give the highest possible finish to his equipment, he had lace ruffles at his wrist, of a most

¹ Reprinted by permission of Harcourt, Brace and Company, Publishers.

ethereal delicacy, sufficiently avouching how idle and aristocratic must be the hands which they half concealed.

— NATHANIEL HAWTHORNE, *Feathertop*

B. Specific Instances. Now, the sun was full up, and movement began in the village. Casement windows opened, crazy doors were unbarred, and people came forth shivering — chilled, as yet, by the new sweet air. Then began the rarely lightened toil of the day among the village population. Some, to the fountain; some, to the fields; men and women here, to dig and delve; men and women there, to see to the poor livestock, and lead the bony cows out, to such pasture as could be found by the roadside. In the church and at the Cross, a kneeling figure or two; attendant on the latter prayers, the led cow, trying for a breakfast among the weeds at its foot.

— CHARLES DICKENS, *A Tale of Two Cities*

C. Example. Have you ever promised yourself that you would be good, very, very good; and have you found it easy to keep that promise? Early one morning I made a pledge that I would be as good as gold for twenty-four hours. I ran downstairs feeling happy and joyful and was greeted by a request to return to the third floor and get my little brother's raincoat. Instinctively I was about to ask my brother if there was anything wrong with his feet when I suddenly remembered my pledge. When I returned from my errand I found a note in the kitchen asking me sweetly to prepare lunches for the rest of the family so that my sister could get an extra hour's rest. What I wanted to do was rush up to my sister's room and shake her out of bed, but instead I began quietly to cut bread and spread butter. Of course, I was late for school, for preparing three lunches takes much time, and I was scolded by my teacher who remarked that she could not see why children who had nothing to do but dress in the morning could not be on time. I did not answer her but went quietly to my seat. Then a girl in my class who was discussing the present administration in Washington remarked that the government had not passed one law that benefited the people. I, a staunch supporter of the President, was forced to hold my tongue. At the end of the day I found myself weary and worn. I wondered if I had gained anything by being good. Well, I argued, I was at least sure that my mother would be pleased. At that moment she appeared at the door and remarked that she had been worried about me all day as I had not been acting as if I felt very well.

D. Cause and Effect. With all his reflective habits, he never made up his mind on a subject. His adherents accounted for this by the astounding magnitude of his ideas. He conceived every subject on so grand a scale that he had not room in his head to turn it over and examine both sides of it. Certain it is, that if any matter were propounded to him on which ordinary mortals would rashly determine at first glance, he would put on a vague, mysterious look, shake his capacious head, smoke more in profound silence, and at length observe that "he had his doubts about the matter" — which gained him the reputation of a man slow of belief and not easily imposed upon. What is more, it gained him a lasting name; for to this habit of mind has been attributed his surname Twiller; which is said to be a corruption of the original Twijfle or, in plain English, *Doubter*.

— WASHINGTON IRVING, *Wouter Van Twiller*

E. Comparison and Contrast. He wasn't a statesman, he was a prophet. Perhaps he was more than a statesman, perhaps he was less. The decision depends upon whether your definition of greatness is based upon conception or accomplishment. The statesman is certainly to be judged by his accomplishments, and of direct accomplishment Bryan's career is strangely bare. The fact remains, however, that the very greatest statesmen have in them something of the prophet, and it is just that touch that lifts them to the pinnacle. Theodore Roosevelt was a statesman. His career was full of accomplishments, but most of them have lost all significance for the present generation. The Panama Canal still exists, and has grown more useful, rather than less so, with the passage of the years. Theodore Roosevelt caused it to be built, and his name will be associated with it as long as it exists. Yet it would be a reckless assertion to declare that except for Roosevelt it would never have been built. It seems more likely that what he actually did was to advance the date of its construction by a few years. For the rest, the trusts remain unbusted, and the Treaty of Portsmouth has been merely a scrap of paper these many years.

— GERALD JOHNSON, *American Heroes and Hero-Worship*¹

Exercise 9: Choose four of the following sentences and develop them by the most suitable method or methods into well-rounded paragraphs.

1. Her house is more like a museum than a home.
2. At that moment I wanted more things than I could count.

¹ Reprinted by permission of Harper & Brothers, Publishers.

3. It was early spring.
4. Our dog has developed a vocabulary sufficient for his purposes.
5. We decided to turn the old attic into a studio.
6. As soon as we alighted from the train, we knew we were in for trouble.
7. How I enjoyed that day by the water!
8. I wasn't a very good handy-man-about-the-house.
9. May I present a household pet — and pest?
10. The fire engine house has always fascinated me.
11. Scenes that I find delightful in the daytime become terrifying at night.
12. Too much sunshine may be harmful.
13. Some people doubt that a cat has intelligence, but I know better.
14. An incident that happened to me two weeks ago proves clearly that effort brings reward.
15. It is not good for small children to be allowed to stay up late.
16. A Sunday afternoon drive is not my idea of entertainment.
17. The world really has kind people in it.
18. One can't always foresee every difficulty.
19. Did you ever live in a trailer?
20. I found that mother was right; one lesson does not make a cook.

Exercise 10: Choose another sentence from those in Exercise 9 and develop it by a different method. Or use the same topics as before but different methods of development.

2. Securing Coherence

Coherence, the second vital requirement for good paragraphs, is *clearness* of meaning. It is attained by the following methods:

- a. Orderly arrangement (putting closely related ideas in such order that their relationship is unmistakable).
- b. Use of proper connectives to show the relation of ideas to one another and to the central thought.

ORDERLY ARRANGEMENT

The best way to get ideas into order is to make an outline. After you have developed habits of orderly thinking, you will probably be able to outline single paragraphs and other short compositions in your head.

The correct order depends, of course, upon the topic. In narrative the order of time (called chronological order) is usually best. In description one naturally follows some order of space — from near to far, from outside to inside, from top to bottom; or one proceeds from the striking details to the smaller details. In explanation a logical order is necessary.

Note Charles Dickens's effective use of the chronological order in this paragraph about the thoughts of a prisoner under sentence of death. Observe how the arrangement is aided by use of the italicized words.

But, all this was *at first*. *Before long*, the consideration that there was no disgrace in the fate he must meet, and that numbers went the same road wrongfully, and trod it firmly every day, sprang up to stimulate him. *Next* followed the thought that much of the future peace of mind enjoyable by the dear ones, depended on his quiet fortitude. *So, by degrees*, he calmed into the better state, when he could raise his thoughts much higher, and draw comfort down.

— CHARLES DICKENS, *A Tale of Two Cities*

Notice the ineffective arrangement of details in the following paragraph:

OUR ANNUAL BUS TRIP

On Saturday, May 10, the annual bus trip to be sponsored by the Students' Association will get under way. "On to Gettysburg" is our motto. An experienced guide has been hired to meet us at the battlefield to explain the history and all the important facts connected with these places. Several stops will be made before reaching Gettysburg, however, giving everyone a chance to "get a snack" or do whatever he pleases. The hour for arriving home has been set at eight o'clock Standard Time, but those who go should inform their parents that lateness in arriving should in no wise cause uneasiness. The busses are to leave the school at 7:45 in the morning and will reach Gettysburg long before noon. We have been planning this tour for several months and everything will be done to make it the happy climax to all our endeavours of the year.

What the paragraph needs is a plan based upon the order of time. It is confusing to speak of the time for coming back when the hour for going has not been stated. Such a plan as the following would be orderly and logical:

- a. Announcement of the projected trip
- b. Motto
- c. Time for leaving
- d. On the way
- e. At the battlefield
- f. Expected arrival at home

Exercise 11: Following such a plan, rewrite the paragraph just above.

For effective use of space order, study the following paragraph. Note how Asch first makes you see and hear the things that are distant and then follows to things close at hand.

There was *rude* power in his words. The eyes of the listeners *flickered* with inner fire. Fists were lifted into the air. Here and there women broke into *slobbering lamentation*, their voices high-pitched and *nasal*, as in the *keening* for the dead. The multitude is caught up in a single passion and carried away. Then suddenly the watchmen appear. There rises into the air the harsh calling of the rams' horns, the signal to the Temple guards. If the crowd of excited listeners is unusually large, the Temple guards may come on the run accompanied by a *squad* of Roman *auxiliaries* in their short *corselets*, *broad-swords* in hand. Occasionally German horsemen issue from Herod's palace and force their way down the narrow alleys. And then the whips, their *lashes* loaded with leaden *riders*, begin to fly. Here and there resistance is attempted; but always the multitude dissolves, leaving bodies here and there, bloodied, ripped, rolling among smashed pots and scattered *stalls*. And Bar Abba? He is gone! No one has seen him! He disappears into an alley, *clammers* up a wall, leaps from roof to roof, and is swallowed up in the *labyrinth*.

— SHOLEM ASCH, *The Nazarene*¹

Exercise 12: Note the lack of space order in this description of a night scene. Make a plan for the paragraph, using your imagination as to the location of objects near or far. As you rewrite the paragraph, try to make the words and sentences more varied and interesting.

THE RIVER AT NIGHT

From my bedroom window I could see the river. The moon shone upon the water and made it shine. It looked very dark in some places

¹ Reprinted by permission of G. P. Putnam's Sons, Publishers.

but quite bright where the moon shone upon it. There were several boats out. I could hear a motorboat coming along. After a while it passed through the moon beam and I could see it plainly. Then it continued on its way. I could also see the rowboat in which some of our party were taking an evening ride. It came up close to the shore and the people got out on the beach. The river at night is very pretty.

For effective use of the logical order in explanation, read again "The Moon and Eclipses," page 236, and paragraph D, page 243.

Exercise 13: Rearrange the details of each of the following paragraphs according to the plan that presents itself to your mind as the most logical.

A

The Victory Corps show that was held in the Stadium Thursday was a great success. Col. Hans Christian Adamson was the principal speaker and made a deep impression on his audience. He was just out of the hospital and was too weak to stand and "take the salute" at the parade. Everybody was disappointed because the model airplane demonstration was a "flop" on account of adverse wind conditions. And the gas or smoke screen blew over the spectators instead of going where it was intended to. However, the rain which threatened to spoil the show early did not materialize and the program went off according to schedule. Col. Adamson told us all that we might expect to do our part in the war and that we should take into it with us courage and a sense of humor, bound together by a strong chord of discipline. The event was concluded by a great parade after which the boys all marched back to school.

B

And now a word or two about the famous pieces of eight, and the other Spanish coins which always appear in pirate literature. In reality, the piece of eight was a silver coin with an approximate value of that of our dollar. Few people know what pieces of eight were and it is often thought they were gold coins of great value. Today the peseta is worth about twenty cents and the real but ten cents, and the piece of eight which still exists as a standard Spanish coin, known as the "Spanish Dollar," sells at any money changer's for eighty-five cents. The exchange value of foreign money changes from time to time. The real was one-half a peseta or approximately

twelve and a half cents. But aside from slight changes in the inscription and the head of a different sovereign, Spanish dollars of recent date and the pieces of eight of the buccaneers are identical, some of the modern coins even bearing the "8-R" of old. The name was derived from the fact that it had a value of eight reales and usually bore a figure eight and an "R" upon its reverse side.

CONNECTIVES

For good coherence, your ideas must not only be properly arranged but they must be linked by proper connectives. Review the connectives used within sentences, pages 78-79. (1) Some of those same connectives, especially the co-ordinating phrases, are used to show relation of thought between sentences. Such phrases as *in like manner*, *for this reason*, *on the other hand*, *in conclusion*, are transitional; that is, they carry the mind from one idea to the next. (2) Personal pronouns referring to antecedents in preceding sentences also serve as connectives. (3) Repetition of certain words may serve to connect sentences. (4) Finally, the arrangement of words may be such as to make the sentences dovetail, that is, fit neatly together.

Exercise 14: Study the italicized words and phrases in the following paragraphs to see how they link the ideas and also serve to carry the thought forward by easy transitions. List the various means of connection used.

A

Switzerland has two other official *languages* besides *French*, *German* and *Italian*. Government documents, even the postal cards, are printed in *these three languages*. It would seem a *small country* for *three* well-developed *tongues*, besides all the *canton* dialects, some of which go back to the old Romanic, and are quite distinct from anything modern. The *French*, *German*, and *Italian* divisions are geographical, the lines of separation pretty distinct. There is rivalry among the *cantons*, a healthy rivalry, in matters of progress and education. The *cantons* are sufficiently a unit on all national questions, and together they form about as compact and sturdy a *little nation* as the world has yet seen — a *nation* the size and shape of an English walnut, and a hard nut for any would-be aggressor to crack.

— ALBERT BIGELOW PAINE, *The Car That Went Abroad*¹

¹ Reprinted by permission of Harper & Brothers, Publishers.

B

I *now* began gradually to *pay* off the debt I was under for the printing-house. *In order to* secure my credit and character as a tradesman, I took care *not only* to be in reality *industrious* and frugal, *but* to avoid all appearances to the contrary. I dressed plainly; I was seen at no places of idle diversion. I never went out a-fishing or shooting; a book, *indeed*, *sometimes* debauched me from my work, but that was seldom, snug, and gave no scandal; and, *to show that I was not above my business*, I *sometimes* brought home the paper I purchased at the stores through the streets on a wheelbarrow. *Thus* being estimated an *industrious*, thriving young man, and *paying* duly for what I bought, the merchants who imported stationery solicited my custom, others proposed supplying me with books, and I went on swimmingly. *In the meantime*, Keimer's credit and business declining daily, he was at last forced to sell his printing-house to satisfy his creditors. He went to Barbadoes, and there lived some years in very poor circumstances.

— BENJAMIN FRANKLIN, *Autobiography*

C

The *examination* is generally accepted as a necessary part of *school* work. *In truth*, *examinations* are so closely coupled with modern *school* life that they are the ordinary *student's* chief *cause* of worry. *But* the fact that they do *cause* so much concern leads one to believe that something must be essentially wrong with *examinations* as a whole. *In the first place*, the average *examination* is by no means comprehensive; it does not show what the *student* knows about the whole *subject*, but rather what his ideas are upon tiny fragments of the *subject*. A test, *for example*, requiring one to fill in a series of blanks with specific dates or proper names may put the *student* at a disadvantage even though he has a good general view of the *subject*. It is not only possible but it often actually happens that a student knows practically everything about a *subject* except that which is in the *examination*.

Transitional words, connectives, and reference words can also connect one paragraph with another. Note how the following paragraphs are linked:

ADVICE TO FRESHIES

Are you a freshie? Do you want to have a *successful* year at Forest Park High School? Of course you do. Here is a *recipe* for your *success*. The first ingredient is *scholarship*. Without *scholarship* your *recipe* is

just as useless as biscuit dough without baking powder. Remember, there are three goals to aim for: the *list* of honor, of merit, and of distinction. Why don't you hitch your wagon to a star and drive to make one of these *lists*?

Now add extra-curricular activities to *scholarship* and mix well. You know the old saying, "All work and no play makes Jack a dull boy" is still true. Join a club or two. By doing this you'll make new *friends*. Your *school year* will naturally be happier if you have lots of *friends*.

Top off your *school year* by going out for *sports*, whether you can play well or not. You'll enjoy co-operating with people to win games. Support your school *sports*, such as football and basketball. The teams need your cheer . . .

Exercise 15: Improve the coherence of the following paragraphs by using connectives and by changing the word order to link thoughts more closely. See if the changes do not also serve to get rid of the monotony in the sentence structure.

A BUSY SCENE

The scene before me was a busy one. People were hustling by to finish their shopping. Policemen were busy preventing motorists from running into people who were walking. Now and then a person would step in front of a machine but step back again as the driver blew his horn. Traffic proceeded along, clanging, blowing, rumbling. The revolving doors in department stores were turning around constantly and crowds were going in and out.

Inside the largest store, people were busy making purchases before closing time. Some just looked at articles and then went on, but some examined the goods carefully and then bought them. Sales-girls were all busy as several customers often wanted to be waited on at one time. Some people left in disgust because of the big crowds, but that was nobody's fault. It was not Christmas Eve but Dollar Day in our town.

3. Securing Emphasis

A third principle necessary for good paragraphs is emphasis. In talking you instinctively emphasize by inflections of your voice, gestures, or facial expressions. In writing, emphasis may be secured by proportion, by position, and by such devices as repetition and parallel structure.

Exercise 16: Compare with Asch's paragraph, page 246, the one by a student, "The River at Night," pages 246-47. Do the sentences emphasize any one thing about the scene? In rewriting it for space order, did you improve the emphasis? Try rewriting the paragraph once more, selecting and emphasizing those details which will produce the effect you wish.

Exercise 17: State the topic of the following paragraph; then list the details which the author selected to give emphasis to his central idea.

On the afternoon before Christmas the bells began. From the high mountainsides, out of the deep ravines that led back into the hinterland, came the ringing. The hills seemed full of bells — a sound that must go echoing from range to range, to the north and to the south, traveling across Europe with the afternoon. Then, on Christmas Day, the trees. In every home and school and hotel they sparkled. We attended four in the course of the day, one a very gorgeous one in the lofty festooned hall of a truly grand hotel, with tea served and soft music stealing from some concealed place — a slow strain of the "Tannenbaum," which is like our Maryland, only more beautiful — and seemed to come from a source celestial. And when one remembered that in every corner of Europe something of the kind was going on, and that it was all done in memory and in honor of One who, along dusty roadsides and waste places, taught the doctrine of humility, one wondered if the world might not be worth saving after all.

— ALBERT BIGLOW PAINE, "Some Swiss Impressions" from
*The Car That Went Abroad*¹

ARRANGEMENT

The statement that "first impressions are the most lasting" is only half true. As a matter of fact, first and last ones are the most important. The first and last sentences of a paragraph, therefore, have the emphatic positions. That is why the topic sentence is placed at or near the beginning and occasionally at the end. The less important sentences are in the middle, where they are used to develop detail. Sometimes the last sentence is in the form of a summary or restates the topic in a different way.

¹ Reprinted by permission of Harper & Brothers, Publishers.

Exercise 18: Rearrange the order of sentences in the following paragraph so that there is a topic sentence at the beginning and a summary sentence at the end.

To further their prophecies he fortified his castle. This murder of Macduff was in fulfillment of their prophecies. More than anything else, it was the prophecies of the witches which caused the career of Macbeth. But they also prophesied things which Macbeth did not like. To fulfill their prophecies he murdered Duncan. But somehow, good or bad, the witches' prophecies always came true. And to prevent their fulfillment he murdered Banquo and tried to murder Fleance.

CLIMAX

Another effective means of attaining emphasis is through arrangement of sentences in the order of climax. A good example of this principle is to be found in the following paragraph in which the topic sentence comes first, and each succeeding sentence becomes more important than its predecessor until the climax is reached in the last one. Read the paragraph with this in mind. Then read it aloud to bring out the climactic effect.

The passengers were sent for, to come in the bow and see a fine sight. It was very dark. One could not follow with the eye the surface of the sea more than fifty yards in any direction — it dimmed away and became lost to sight at about that distance from us. But if you patiently gazed into the darkness a little while, there was a sure reward for you. Presently, a quarter of a mile away you would see a blinding splash or explosion of light on the water — a flash so sudden and so astonishingly brilliant that it would make you catch your breath; then that blotch of light would instantly extend itself and take the corkscrew shape and imposing length of the fabled sea-serpent, with every curve of its body and the “break” spreading away from its head, and the wake following behind its tail clothed in a fierce splendor of living fire. And my, but it was coming at a lightning gait! Almost before you could think, this monster of light, fifty feet long, would go flaming and storming by, and suddenly disappear. And out in the distance whence he came you would see another flash; and another and another, and another, and see them turn into sea-serpents on the instant; and once sixteen flashed up

at the same time and came tearing toward us, a swarm of sizzling curves, a moving conflagration, a vision of bewildering beauty, a spectacle of fire and energy whose equal the most of those people will not see again until after they are dead.

— MARK TWAIN, *Following the Equator*¹

REPETITION AND PARALLEL STRUCTURE

Effective devices for the attainment of emphasis are repetition and parallel structure. Neither device should be used to excess. Parallel structure is a kind of repetition that is used for effect the way unpleasantly bitter or acid seasonings are used, with discretion, in food to produce a pleasing variation in taste. By using parallel structure, balance can be made to produce the effect of contrast or comparison. Read these paragraphs and observe what is meant by (1) repetition for effect and (2) parallel structure or balance.

A

During the last several months he had become conscious of a desire to possess some living thing, preferably a dog. He had seen the looks of loyalty and adoration which the small pet poodles of some of his friends gave their masters. He, too, wished to be the object of such looks. He, too, wished to be adored. He, too, wished to experience the thrill of possession.

B

The proposition is peace. Not peace through the medium of war; not peace to be hunted through the labyrinth of intricate and endless negotiations; not peace to arise out of universal discord, fomented from principle, in all parts of the empire; not peace to depend on the juridical determination of perplexing questions, or the precise marking of the boundary of a complex government. It is simple peace; sought in its natural course, and in its ordinary haunts. It is peace sought in the spirit of peace; and laid in principles purely pacific.

— EDMUND BURKE, *Speech on Conciliation*

C

It was the best of times; it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it

¹ Reprinted by permission of Harper & Brothers, Publishers.

was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we were all going direct to Heaven, we were all going direct the other way — in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

— CHARLES DICKENS, *A Tale of Two Cities*

Exercise 19: Choose one of the following topic sentences and write a paragraph in which you use repetition and parallel structure to secure emphasis.

1. There are two sides to every question.
2. All work and no play makes Jack a dull boy.
3. The motion picture has a highly educative value.
4. Aviation has made the world a much smaller place.
5. Learning to fly is sheer delight for some young men.
6. Electronics will help to make the world of the future.

Exercise 20: Choose one of the following topics and develop it into one or more unified, coherent, and emphatic paragraphs. Apply these principles in your preparation:

- a. Have a good topic sentence (which does not contain too much), or be sure that the central idea is clearly implied.
- b. Keep to the topic.
- c. See that sufficient details are given to develop the thought.
- d. Arrange details in some orderly way.
- e. Use good connecting and transitional words or phrases.
- f. Give most space to the main idea.
- g. Place the most important sentences first and last or arrange sentences in order of climax.
- h. Use repetition or parallel structure occasionally to give emphasis.
- i. If the development requires more than one paragraph, use transitional words or a transitional sentence to link your paragraphs.

- | | |
|------------------------------|--------------------------------|
| 1. AT THE BREAKFAST TABLE | 12. THE KIND OF HOUSE I SHOULD |
| 2. WHY I BELIEVE IN _____ | LIKE TO OWN |
| 3. MY FIRST FLIGHT | 13. OUR GARDEN |
| 4. MY FAVORITE MEANS OF | 14. THE VALUE OF LEARNING |
| TRAVEL | MUSIC |
| 5. A GREAT FRIGHT | 15. HOW TO TRAIN YOUR DOG |
| 6. HOUSECLEANING | 16. WHY I WANT TO VISIT _____ |
| 7. MAKING A RADIO SET | 17. A HARD CLIMB |
| 8. BLUE MONDAY | 18. SCIENCE IN OUR MODERN |
| 9. WAITING IN LINE | WORLD |
| 10. WHEN I WAS MISTAKEN | 19. SHOULD OUR CITY SPEND |
| 11. WHEN MY REPUTATION STOOD | MONEY ON AN ART GALLERY? |
| ME IN GOOD STEAD | 20. THERE'S ALWAYS ROOM AT |
| | THE TOP |

4. Paragraphs in Conversation

In written conversation it is customary to begin a new paragraph with each change of speaker. Explanatory sentences which accompany the dialogue may or may not be separately paragraphed.

Study the paragraphing of the following anecdote:

Two farmers met in the road one day and greeted each other in a manner peculiar to their canny natures.

"Morning, Si."

"Morning, Seth. Why be you walking today?"

"My old hoss's sick," said Seth.

"Mine wuz last week," alleged Si.

"What'd you give him, Si?" queried Seth.

"Turpentine," said Si.

A week later the two met again, and after the usual greeting they resumed their conversation on the subject of the medical treatment of horses.

Asked Si, "What'ud you say you give your sick hoss, Seth?"

"Turpentine," Seth answered.

"I 'lowed that's what you said. I gave some to old Dobbin," Si informed him.

"How'd he git?" asked Seth.

"He didn't git; he died," said Si.

"So'd mine," said Seth.

Exercise 21: As you copy the following passage in your notebook, paragraph it according to the instructions given above.

During his presidential campaign Abraham Lincoln remarked to an inquiring group of friends, "My chances of election hang like the tail of a kite on the State of Kentucky." An ardent admirer encouragingly said, "But, Abe, you can't lose, for God's on your side." Abe looked thoughtful for a moment and replied, "I still need Kentucky."



TEST VI. IMPROVING PARAGRAPH STRUCTURE (FORM B)

1. Securing Unity

A. Directions: This is a test of paragraph recognition. Read the following selection to decide how it should be divided into paragraphs. On your answer sheet, write beside A the number of each of the four sentences which should begin a paragraph.

(1) The *Hispaniola* still lay where she had anchored; but, sure enough, there was the Jolly Roger — the black flag of piracy — flying from her peak. (2) Even as I looked, there came another red flash and another report, that sent the echoes clattering, and one more round-shot whistled through the air. (3) It was the last of the cannonade. (4) I lay for some time, watching the bustle which succeeded the attack. (5) Men were demolishing something with axes on the beach near the stockade; the poor jolly-boat, I afterwards discovered. (6) Away, near the mouth of the river, a great fire was glowing among the trees, and between that point and the ship one of the gigs kept coming and going, the men, whom I had seen so gloomy, shouting at the oars like children. (7) But there was a sound in their voices which suggested rum. (8) At length I thought I might return toward the stockade. (9) I was pretty far down on the low, sandy spit that incloses the anchorage to the east, and is joined at half-water to Skeleton Island; and now, as I rose to my feet, I saw, some distance farther down the spit, and rising from among low bushes, an isolated rock, pretty high, and peculiarly white in color. (10) It occurred to me that this might be the white

rock of which Ben Gunn had spoken, and that some day or other a boat might be wanted, and I should know where to look for one. (11) Then I skirted among the woods until I had regained the rear, or shoreward side, of the stockade, and was soon warmly welcomed by the faithful party.

B. Directions: This test will show you whether you know when a paragraph contains enough, too much, or too little. Classify each of the following paragraphs according to the key given below. On your answer sheet, write beside B the numbers of the paragraphs and the letter which tells (a) that the paragraph has unity as written, (b) that the paragraph contains too much, or (c) that the paragraph contains too little.

1. There is not a room in the house that cannot be crashed by the telephone. Once my mother climbed from the bath tub half dry and hastily dressed herself. A honey-voiced woman on the phone wanted to tell her all about a vacuum cleaner we already had.

2. The greatest man in Raveloe was Squire Cass, who lived in the large red house, with the handsome flight of stone steps in front and the high stables behind it, nearly opposite the church. He was only one among several landed parishioners, but he alone was honored with the title of Squire; for though Mr. Osgood's family was also understood to be of timeless origin — the Raveloe imagination having never ventured back to that fearful blank when there were no Osgoods — still he merely owned the farm he occupied; whereas Squire Cass had a tenant or two, who complained of the game to him quite as if he had been a lord.

3. Radioitis is a disease which has been in existence for approximately two decades. It is common in the home. Telephonitis comes into the home, too. Radioitis can occur at any time from morning to night. People realize that they constantly listen to the radio, but nothing can be done because it is a habit within the individual. Children, as well as adults, are affected with radioitis. The children want to listen to one program, and the adults want to listen to another. Similarly, sometimes the adults also want to see a moving picture in which the younger people are not interested. This stirs up a conflict and thus upsets the daily routine of the household.

C. Directions: This test measures knowledge of topic sentences. Read the following paragraphs carefully. On your

answer sheet copy the Roman numeral of each paragraph and beside it the number of the sentence that states the topic of that paragraph.

I

(1) Silver had terrible hard work getting up the knoll. (2) What with the steepness of the incline, the thick tree stumps, and the soft sand, he and his crutch were as helpless as a ship in stays. (3) But he stuck to it like a man in silence, and at last arrived before the captain, whom he saluted in the handsomest style. (4) He was tricked out in his best; an immense blue coat, thick with brass buttons, hung as low as to his knees, and a fine laced hat was set on the back of his head.

II

(1) As we sat on the third floor porch of an ocean-front hotel, we noticed the storm signals being raised at the Coast Guard Station. (2) The angry waves began to lash the projecting jetties. (3) Gradually dark clouds overshadowed the southwestern skies, and the wind began to blow. (4) Bathers hurried ashore and quickly dressed. (5) Beach chairs and umbrellas were broken as they were tossed wildly against the sand. (6) Looking to each end of the boardwalk, we observed the crowd scurrying along, seeking safe shelter. (7) An intense hush seemed to permeate the air. (8) By the increasing wind, the threatening clouds, and the angry waters, we knew that the storm was not far off. (9) We had witnessed the approach of a storm — an experience which always fascinates me.

III

(1) Let us get out the old family album. (2) It will furnish you with as many laughs as the old-time slap-stick comedy does. (3) The styles then were so different from those of our modern clothes. (4) Waistlines were low, and hems came to the middle of the calf. (5) Hats resembled bowls of fruit and were very top-heavy. (6) Truly, the old family album is a sure cure for the blues and can furnish much entertainment. (7) The poses of the men and women resemble cartoons. (8) Their bathing suits were *wows*, and the beauty of a manly physique was shamefully obscured. (9) I wonder if our pictures of today will ever look as silly?

D. Directions: This test will show whether you can discover in a paragraph the words which give a clue to topic idea when there is no topic sentence in the paragraph. Read each

of the following paragraphs carefully to determine the topic idea and to find the words which give a clue to the topic idea stressed in each paragraph. List these words under the number of each paragraph.

I

High over the side a craggy hill of crazy water poised for an instant. The vessel rolled toward it as it advanced. It bounded on deck with a sibilant roar, flinging timbers and men around at its will. Having spent itself, it swirled up and down and across the deck and then made its way outboard in a hundred mad cascades. Timbers lay like spilled matches. Running gear was strewn everywhere in hopeless tangles.

— JOHN FLOHERTY, *Sons of the Hurricane*¹

II

When they reached the haunted house there was something so weird and grisly about the dead silence that reigned there under the baking sun, and something so depressing about the loneliness and desolation of the place, that they were afraid, for a moment, to venture in. Then they crept to the door and took a trembling peep. They saw a weed-grown, floorless room, unplastered, an ancient fireplace, vacant windows, a ruinous staircase; and here, there, and everywhere hung ragged and abandoned cobwebs. They presently entered, softly, with quickened pulses, talking in whispers, ears alert to catch the slightest sound, and muscles tense and ready for instant retreat.

— MARK TWAIN, *Adventures of Tom Sawyer*²

2. Securing Coherence

A. Directions: This test will show whether you can secure coherence in a paragraph by arranging the sentences in the proper order. Below are listed sentences from a paragraph. Decide what is the best order in which to arrange these sentences. On your answer sheet under A list the sentences in the order in which you think they should come; for example, if you think sentence number 3 should come first in the paragraph, you will list 3 first; if you think sentence 5 should come second, you will list 5 after 3.

¹ Reprinted by permission of J. P. Lippincott, Publishers.

² Reprinted by permission of Harper & Brothers, Publishers.

(1) She had arrived at a spot where her footsteps were no longer checked by a hedgerow, and she had wandered vaguely, unable to distinguish any objects, notwithstanding the wide whiteness around her, and the growing starlight. (2) But her arms had not yet relaxed their instinctive clutch; and the little one slumbered on as gently as if it had been rocked in a lace-trimmed cradle. (3) Soon she felt nothing but a supreme, immediate longing that curtailed off all futurity — the longing to lie down and sleep. (4) She did not feel that the bed was cold, and did not heed whether the child would wake and cry for her. (5) Slowly the demon was working his will, and cold and weariness were his helpers. (6) She sank down against a straggling furze bush, an easy pillow enough; and the bed of snow, too, was soft.

— *Silas Marner*

B. Directions: This test will discover whether or not you know how to improve the coherence of a paragraph by using words which bring out the relationship between the sentences. On your answer sheet copy the number of each sentence and beside it put the letter of the method which has been used to show the relationship between the sentences. Here are the methods:

- a** Pronouns that refer to nouns previously mentioned
- b** Nouns repeated (synonyms)
- c** Such connecting words and phrases as *moreover, however, also, then, indeed, in fact, at last, therefore, for that reason, because, because of this*

(1) One doesn't have to stand on tiptoe to look at a genius. (2) The oddest thing about the men and women who rise above the crowd is that they are really not odd at all. (3) They hear a call to action; they catch a sudden insight; they meet a difficult problem; and the way they respond to the vision or handle the situation makes them what they are. (4) They accept the challenge of life as they find it. (5) There is no rule for it. (6) No two persons in the whole world are alike. (7) Perhaps there will never be another cut to the pattern of any one of the great people we admire.

— STARBUCK, E. D., *The High Trail* (Living through Biography)¹

¹ Reprinted by permission of the World Book Company, Publishers.

3. Securing Emphasis

A. Directions: Reread paragraph II on page 259. Decide how it is developed. On your answer sheet copy the number of the paragraph and the letter which will identify the method of developing a paragraph illustrated. Here are the methods:

- a** Details
- b** Specific instances
- c** Examples
- d** Cause and effect
- e** Comparison and contrast

B. Directions: Reread the paragraph on page 259 to find which of the following means of securing emphasis have been used. On your answer sheet beside the number of the paragraph write the letter which identifies the means used.

- a** Choice of words
- b** Arrangement of sentences in the order of climax
- c** Use of parallel structure
- d** Proper subordination of ideas

CHAPTER VII

Using the Dictionary

A dictionary is “the universe in alphabetical order.”

More and more people are taking pains to learn and use the full resources of the dictionary, but too many still do not distinguish between reliable, authoritative dictionaries and second-rate ones. Do not imagine that any book labeled “dictionary” is just as good as any other. A number of good ones range in completeness from the unabridged to desk size. Buy a good desk dictionary for your own library if you can afford it. Few books will give you greater satisfaction. Ask the advice of your teacher, a librarian, or someone else who knows dictionaries, before making your selection.

To you a dictionary can be a friend and companion who will settle uncertainties and dispel ignorance. You will obtain the fullest help from your dictionary when you have developed skill in using it.

By taking the pretest you can discover what you already know about using the dictionary.

TEST VII. USING THE DICTIONARY (FORM A)

1. Mastering the Arrangement of the Dictionary

Directions: The following five pairs of guide words were copied from pages in a dictionary. Most — though not all — of the twenty words below them would be found on those pages. On your answer sheet opposite each number, write the letter corresponding to the guide words between which each word can be found. If there are words which cannot be found on the pages listed, write *N*, meaning “not found.”

A. corpuscle — cosmetically	pp. 272-273
B. flirtation — flotsam	pp. 464-465
C. modernist — mollify	pp. 782-783
D. remove — repent	pp. 1026-1027
E. thesis — thirst	pp. 1258-1259

1. flock	6. correct	11. mold	16. moment
2. cost	7. thick	12. cosine	17. third-rate
3. reorganize	8. corsage	13. florin	18. rend
4. thug	9. flip	14. relinquish	19. Molière
5. modify	10. repay	15. thorium	20. thimble

2. Finding the Meanings of Words

Directions: On your answer sheet, beside the letter of each underlined word in the following sentence, copy the dictionary definition which fits the context in which the word is used.

Unfortunately fiction does not cling to facts in treating of sea
a
 rovers, and the majority of people have a very hazy and erroneous
b c
 idea of pirates and other corsairs.
d e

cling (klĭng), *v.*, **clung**, **clinging**, *n.* —*v.i.* 1. to adhere closely; stick. 2. to hold fast, as by grasping or embracing; cleave. 3. to be or remain close. 4. to remain attached (to an idea, hope, memory, etc.). 5. *Obs.* to cohere. —*n.* 6. the act of clinging; adherence; attachment. [ME *clingen*, OE *clingan* stick or draw together, shrivel] —**cling'er**, *n.* —**cling'ing-ly**, *adv.*

corsair (kôr/sâr), *n.* 1. a privateer, esp. one of the Barbary Coast. 2. a pirate. 3. a fast vessel used for piracy. [t. F: m. *corsaire*, t. It.: m. *corsaro*, a runner, g. LL *cursarius*, der. *cursus* course]

er-ro-ne-ous (ərŏ'nĕəs, ĕ-), *adj.* 1. containing error; mistaken; incorrect. 2. *Obs. or Archaic.* straying from the right. [ME, t. L: m. *errōneus* straying] —**er-ro'ne-ous-ly**, *adv.* —**er-ro'ne-ous-ness**, *n.* —**Syn.** 1. inaccurate, wrong, untrue, false.

hazy (hă'zĭ), *adj.*, **-zier**, **-ziest**. 1. characterized by the presence of haze; misty: *hazy weather*. 2. lacking distinctness; vague; confused: *a hazy proposition*. —**ha'zi-ly**, *adv.* —**ha'zi-ness**, *n.*

pi-rate (pĭ/rat), *n.*, *v.*, **-rated**, **-rating**. —*n.* 1. one who robs or commits illegal violence at sea or on the shores of the sea. 2. a vessel employed by such persons. 3. any plunderer. 4. one who appropriates and reproduces, without authorization as for his own profit, the literary artistic, or other work or any invention of another. —*v.t.* 5. to commit piracy upon; rob or plunder as a pirate does. 6. to take by piracy. 7. to appropriate and reproduce (literary work, etc.) without authorization or legal right. —*v.i.* 8. to commit or practice piracy. [ME, t. L: m. *pirāta*, t. Gk.: m. *peirātēs*] —**pi-rat-i-cal** (pĭ-rat'ē-kəl), *adj.* —**pi-rat'i-cal-ly**, *adv.*

3. Finding Roots, Prefixes, and Suffixes

Directions: Below are given lists of roots, prefixes, and suffixes, with their meanings. Each of these is numbered. On your answer sheet, beside each of the fifteen additional words listed, write the numbers of the root, the prefix, and (or) the suffix which appear in that word, in order of appearance.

<i>Roots</i>	<i>Prefixes</i>	<i>Suffixes</i>
1. duc: lead or draw	7. bi: two	14. -ion (-tion, -sion): noun ending
2. graph: write	8. com (co, col, con, cor): with	15. -er: noun ending denoting agent
3. mit (t) (miss): send	9. de: from, down	
4. scrib (scrip): write	10. inter: between	
5. vid (vis): see	11. pro: before, forth	
6. bio (bi): relating to life	12. super: over	
	13. trans (tra, tran): across	
provide	conduct	vision
describe	transcribe	intermission
produce	biography	deduce
transcription	description	transmitter
commission	supervise	biennial

4. Verifying the Spelling, Syllabication, and Pronunciation of Words

Directions: Look back to section 2 of this test, at the material reproduced from a dictionary. On your answer sheet, beside the number of each question, write the answer.

1. What are the syllables of *corsair*?
2. On what syllable does the accent fall?
3. How is the word spelled and marked for pronunciation?
4. How many syllables has *erroneous*?
5. What mark tells how to pronounce the first *e*?
6. How is the superlative form of *hazy* spelled?
7. How is the adverb made from *hazy* spelled?
8. How is *pirate* pronounced? Show by respelling with *diacritical* marks.
9. What is the adjective form made from *pirate*?
10. How many syllables has the adverbial form of the word?

5. Distinguishing Parts of Speech

Directions: Look back at the sentence and the dictionary material in section 2 of this test. On your answer sheet, beside the numbers of the following questions, write your answer.

1. What part of speech is *cling* as used in the sentence?
2. As what other part of speech may it be used according to the dictionary?
3. What part of speech is *corsair* in the dictionary? What abbreviation tells you?
4. What part of speech is *erroneous* as used in the sentence?
5. What part of speech is indicated in the dictionary explanation? What abbreviation tells you?
6. What is the adverbial form of this word?
7. What part of speech is *pirates* as used in the sentence?
8. As what other part of speech can *pirate* be used, according to the dictionary?
9. How many meanings has it as this other part of speech?
10. What two parts of speech are listed as derived from *pirate*?

6. Determining Principal Parts and Transitive or Intransitive Use of a Verb

Directions: Examine the sentence and the dictionary explanations given in section 2 of this test to answer these questions. On your answer sheet, beside the number of the question, write your answer.

1. Is the verb *cling* transitive or intransitive in the sentence?
2. Does this use agree with the use indicated in the dictionary?
3. What abbreviation shows you?
4. What are the principal parts of the verb *cling*?
5. Are the past tense and past participle alike or different?
6. What is the present participle of *cling*?
7. Is the verb *pirate* transitive or intransitive according to the dictionary?
8. Is it correctly used in the following sentence?
In the nineteenth century many English publications *were pirated* in the United States.
9. Is *clung* correctly used in this sentence?
The men *clung* the raft as long as they could.
10. Is *corsair* used correctly in this sentence?
No longer do enemy vessels *corsair* along our coasts.

1. Mastering the Arrangement of the Dictionary

Although the words in every dictionary are arranged alphabetically, you will find, as you examine several dictionaries, that they differ in the arrangement of the information. In one very useful dictionary the main alphabetical list of words is followed by separate sections containing signs and symbols, tables of weights, measures, and standards, names of persons and places, dictionary of English phrases, Scottish words and phrases, Christian names of men and women, chronological table of historical events, gazetteer of the world, and an atlas of the world. Three other authoritative and up-to-date dictionaries give all this information in one alphabetical listing.

Every dictionary contains introductory pages explaining the use of that specific dictionary. You will do well to familiarize yourself with those pages in your own dictionary. They explain the general arrangement and the various practices of the dictionaries in entering words, recording pronunciations, naming the parts of speech for each word, numbering the definitions, and so on. Rules for spelling and for forming the plural of nouns, symbols used in respelling words for pronunciation, and words often misused in careless and thoughtless speech are also recorded for your convenient reference. Some dictionaries have a preliminary section covering special rules about suffixes, methods of compounding words, and the history of the English language.

You can readily see that you must notice how your dictionary is arranged in order to develop skill in its use. Basic to success in using any dictionary and any section of it is skill in the use of the alphabet. A good way to practice use of the alphabet is to write miscellaneous words on 3×5 cards and then see how rapidly you can arrange them in alphabetical order.

Exercise 1: To improve your speed in finding words in the dictionary, arrange in your notebook the following words in alphabetical order. Remember that in doing this you consider not only the first letter of a word, but the second, the third, and so on to the last.

personality	civilized
appreciation	art
style	spiritual
rhetorical	linguistic
education	beauty
discussion	classics
conference	masterpiece
aesthetics	elegy
religion	lyric
ethics	grammar

Exercise 2: Every good dictionary has guide words at the top of each page to show the first and last words on the page. The following pairs of guide words are copied from pages in a dictionary. Using these guide words, write in your notebook, beside the words which you have arranged alphabetically in Exercise 1, the number of the page on which that word can be found. If a word cannot be found between any pair of guide words given here, write *N*, meaning "Not found," beside the word in your notebook list.

aircraft — alarms	p. 22
alleviate — allusion	p. 26
artichoke — ascend	p. 56
barite — barratry	p. 79
baste — battle	p. 82
Camilla — canary	p. 138
castellan — catalysis	p. 150
defense — defray	p. 255
hydrodynamics — hygiene	p. 474
lieu — light	p. 567
mammy — maneuver	p. 594
nonagon — noon	p. 662
ordinate — oriental	p. 684
purplish — put	p. 785
queen-post — quick grass	p. 792
retrogression — reverend	p. 836
submergible — subspecies	p. 989
surface plate — surrogate	p. 1000
too — topography	p. 1050
waly — warrant	p. 1124

Exercise 3: In your notebook arrange the following aviation terms in alphabetical order. Locate the page in your dictionary on which the word is found. Copy the guide words on that page beside the word in your notebook list.

stabilizer	amphibian
acceleration	galvanometer
helium	aeronautics
buoyancy	beam
fuselage	lobe
catapult	altimeter
reconnaissance	gravity
hangar	flange
predictor	cockpit
gyroscope	bubbling

Exercise 4: In your notebook, beside the number of each of the following terms used in radio, write the guide words of the page on which you locate the word in your dictionary.

- | | |
|-------------------|----------------------|
| 1. polarization | 11. receiver |
| 2. acoustics | 12. converter |
| 3. radiation | 13. magnetic |
| 4. vacuum tube | 14. microphone |
| 5. induction | 15. crystal detector |
| 6. conduction | 16. electromagnetic |
| 7. reluctance | 17. generator |
| 8. electrostatic | 18. neutralize |
| 9. resistance | 19. insulator |
| 10. amplification | 20. hydrogen |

Exercise 5: In your notebook, beside the number of each of the following meteorology terms, write the guide words of the page on which you locate the word in your dictionary.

- | | |
|------------------|-----------------------|
| 1. thunderstorm | 9. solstice |
| 2. drought | 10. gradient |
| 3. air pocket | 11. aneroid barometer |
| 4. condensation | 12. insolation |
| 5. turbulence | 13. pressure gradient |
| 6. anemograph | 14. climatology |
| 7. cumulo-nimbus | 15. precipitation |
| 8. drizzle | |

Exercise 6: In your notebook beside the number of each of the following proper names, write the number of the page on which you locate the word in your dictionary. Be sure to discover first in the table of contents or the preface where various kinds of proper names are to be found in your dictionary.

- | | |
|--------------------------|------------------------|
| 1. Iran | 11. Young Pretender |
| 2. Buenos Aires | 12. Venetian blind |
| 3. Chungking | 13. Kaffir |
| 4. Glacier National Park | 14. Anne Boleyn |
| 5. Sault Sainte Marie | 15. Rabelais |
| 6. Gulf Stream | 16. James M. Barrie |
| 7. Hesperides | 17. John C. Fremont |
| 8. Styx | 18. William Wordsworth |
| 9. Gothic arch | 19. Count Tolstoy |
| 10. Grimes Golden | 20. Sitting Bull |

2. Finding the Meanings of Words

When you meet a new word you usually guess at its meaning by relating it to the meanings of other words in the context. This method is not reliable even when you have developed a fairly large vocabulary. The way to learn precise meanings is to consult a dictionary. Cultivate the dictionary habit and you will receive dividends throughout your life in the form of more efficient reading, writing, and speaking.

Most words have several meanings. Suppose you read that a church is going "to hold a tournament" in a nearby village. You think of medieval contests in which knights took part, but such a tournament does not seem likely in modern America. If you look in *Webster's Unabridged Dictionary*, you will discover that *tournament* has several other meanings, six in fact, clearly numbered. Reading the six, you will eliminate all but No. 4 and No. 6. As for No. 6, however, you are fairly sure that if the church were holding a tennis or a chess tournament, the word *tennis* or *chess* would have been included. You are left with No. 4, which, by a cross reference, directs you to look up the expression *to ride at the ring*, under *ring*. There you will find meaning No. 4 confirmed.

tour'na-ment (tōr'nā-mēnt; tūr'-; 277), *n.* [ME. *turnement*, *tornement*, fr. OF. *tornement*, *turnement* (F. *tournoiement* a turning or wheeling round), fr. *torner*, See *TOURNER*.] 1. A contest or knightly sport in which mounted armored combatants, armed usually with blunted lances or swords and divided into two parties, engaged one another to exhibit their skill, prowess, and courage, and to win a prize or favor bestowed by the "queen of beauty," or lady of the tournament, chosen for the occasion. Such contests probably existed first in France, whence they spread, and were in greatest favor during the 12th, 13th, and 14th centuries. See *JOUST*, *n.*

2. The whole series of knightly sports, jousts, and tilts occurring at a particular time and place. Before the 16th century these combats had come to be regarded merely as a means of displaying the pomp of royalty and nobility. By A.D. 1600 the tournament had been generally abandoned.

3. Hence, in modern usage, an athletic meeting, comprising contests in a large number of sports; as, a military *tournament*, in which, besides the more usual events, there are many especially adapted to soldiers, as artillery driving, wall scaling, fencing, wrestling on horseback, etc.

4. Specif., a sport or contest in which mounted men tilt with sword or lance at suspended rings. *Now Rare*.

5. An encounter; battle; shock of battle; contest.

With cruel *tournament* the squadrons join. *Milton*.

6. Any trial of skill in which there are a series of contests and several or many contestants for championship; as, a tennis *tournament*; a chess *tournament*.

By permission. From Webster's New International Dictionary, Second Edition

Copyright, 1934, 1939, 1945, by G. & C. Merriam Co.

Dictionaries differ in the arrangement of the various definitions of a word. *The American College Dictionary*, *Funk and Wagnalls*, and *Winston, College Edition*, dictionaries list meanings in the order of usage, with most commonly used meanings first and historical and archaic meanings last. The *Webster* dictionaries list meanings in their historical order, the archaic and historical meanings first and the commonly used one last. Familiarize yourself with the system used by your dictionary.

Exercise 7: Find the precise meaning for each italicized word in the following sentences:

1. What do the teachers say of Mary's *carriage*?
2. She always *carries* her audience.
3. The cowboy finally *broke* the broncho.
4. Did you see Mr. Jones's *card* in the paper today?
5. Whenever I returned to camp after marching, I enjoyed the *mess*.
6. I used to travel on the White Star *Line*.
7. The recruit *deferred* to the board's judgment.
8. The President *delivered* his speech with unusual solemnity.
9. Her Southern *accent* is attractive.
10. She is an *ornament* to her *chapter*.

Exercise 8: From the list of definitions given in your dictionary for the following words, select a particular one, use

it in a sentence, and record the meaning intended.

Example: I have often *candled* eggs. (tested eggs by holding them between the eye and some kind of light)

Example: One can *credit* his story. (believe)

Nouns: butt, deed, degree, error, flavor, guard, insertion, lieutenant, maneuver, vehicle.

Verbs: design, enter, execute, extend, fit, fluctuate, halve.

Adjectives: even, firm, flat.

Exercise 9: Select from each list in Exercise 3 to 6 two words, the meaning of which is vague to you. Find in the dictionary the technical meaning for each; that is, its meaning in aviation, radio, etc., according to the list. Such meanings are often labeled in the dictionary; as *Chem.* (chemistry), *Engin.* (engineering), etc.

Some dictionaries give, in addition to definitions, one or more synonyms and antonyms for many words listed. A synonym is a word of similar meaning; an antonym is a word of opposite meaning.

Here is the list of synonyms and antonyms for the word *idle* as given in *The American College Dictionary*:

—**Syn. 1.** IDLE, INDOLENT, LAZY, SLOTHFUL apply to one who is not active. To be IDLE is to be inactive or not working at a job. The word may be derogatory, but not necessarily so, since one may be relaxing temporarily or may be idle through necessity: *pleasantly idle on a vacation, to be idle because one is unemployed or because supplies are lacking*. The INDOLENT person is naturally disposed to avoid exertion: *indolent and slow in movement, an indolent and contented fisherman*. The LAZY person is averse to exertion or work, and esp. to continued application; the word is usually derogatory: *too lazy to earn a living; incurably lazy*. SLOTHFUL denotes a reprehensible unwillingness to do such work as is demanded of man: *so slothful as to be a burden on others*.

11. See loiter. —Ant. 1. busy, industrious

From THE AMERICAN COLLEGE DICTIONARY

Copyright, 1947, 1948, by Random House, Inc.

Text Edition, Copyright, 1948, by Harper & Brothers

Thus the dictionary helps you to use words accurately, with the exact shade of meaning you desire, and also helps you to increase your vocabulary.

Exercise 10: Find in the dictionary at least one useful synonym for each of the following words. If synonyms are not listed, search the definitions.

beautiful	hard	happy	bad	true
wonderful	good	pretty	quickly	smart

Exercise 11: Find in the dictionary the precise meaning of each of the following words, which are badly overworked in speech. List at least one useful synonym for each. Try to find synonyms which will not make your speech sound affected.

nice	awful	divine	fix (verb)
fine	funny	dirty	roar (verb)
great	cute	thrilling	furiously

Besides explaining meanings, the dictionary is a guide to good diction and correct usage. If a meaning is labeled *Colloq.* (colloquial), you know that the word in that sense is suitable in informal, but not in formal, speech and writing. Other meanings are labeled *Slang*, *Chiefly U. S.*, *Chiefly Scot.*, *Rare*, *Obsolete*, *Archaic*, *Poetic*, all showing that their usage is limited in some way.

Exercise 12: Find and write in your notebook a colloquial meaning for each of the following words:

grip (noun)	stitch (noun)	ride (verb)	just (adv.)
fire (verb)	balance (noun)	old (adj.)	solid (adj.)

Exercise 13: Find out whether the following expressions with the meanings indicated are in good usage or are classed as slang or colloquial in a reliable dictionary:

stand pat (oppose any change)	played out (exhausted)
take off (mimic)	stag dinner (for men only)
cheese it (look out!)	at stake (involved)
knock (criticize)	knife (defeat unfairly)
knuckle under (submit)	dunk (dip bread into coffee)
date (engagement)	snitch (steal)

3. Finding Roots, Prefixes, and Suffixes

Dictionaries help you to understand meanings by giving the derivation (etymology) of most words. English words are derived from many different languages, some ancient, some modern. The chief sources in the past were Anglo-Saxon, Latin, Greek, Scandinavian, Old French, and Old German. The English language has absorbed words from almost

every modern language and from many dialects all over the world.

The derivation of a word is usually given in parentheses or brackets. Turn to the dictionary excerpt on page 270 and note the derivation of the word *tournament*. It comes from a similar word in ME (Middle English), which goes back to OF (Old French). The original meaning was "a turning or wheeling round." Study the derivation of *cling*, *corsair*, and *pirate* in the dictionary excerpts on page 263. Note that the original meaning of each word throws light on the later meanings.

Exercise 14: Look up the derivation of each of the following words to see what light it throws on the modern meanings:

glamour	Lent	cadet	purse
grace	biscuit	lieutenant	grippe
rifle	gland	bivouac	kitchen

Exercise 15: The origins of many words are interesting in themselves. Find the derivation of each of the following:

bedlam	canapé	chortle	sandwich
derrick	duffel	saxophone	Saturday

Exercise 16: Find the derivation of the name of each of these modern inventions:

automobile	submarine	radio beacon
telephone	phonograph	dictaphone
helicopter	telephoto	electrograph

As you study the derivation of words, you soon note that the same syllable appears in many different words. Syllables derived from Latin and Greek are familiar elements in many of our English words. For example, study the following list:

con-tract	draw with
ex-tract	draw from
re-tract	draw back
pro-tract	draw forward (prolong)
at(d)-tract	draw to

Look up the derivation of any one of these words, and you will find that the syllable *tract* comes from a Latin word meaning to *draw*. Such a word element as *tract* is known as a *primary*, or *root*, word. You can easily become acquainted with a number of important root words. Knowing roots will help you to grasp the meaning of many words new to you, and to use more accurately words already familiar.

Study the forms and meanings of the following roots and fix them in your mind.

dic	say	pon (pos)	place
duc	lead	scrib (script)	write
graph	write	ten(d or t)	stretch
port	carry	vid(vis)	see
mit(t) miss	send	ver(t)	turn

PREFIXES

Look again at the first syllable of each word that ends in *tract* in the list on page 273. Each syllable adds a different meaning to the root meaning, *draw*. *Re* adds the notion of *back* or *again*; *at* (from Latin *ad*), the notion of *to* or *towards*; and *ex*, the notion of *from* or *out of*. Such elements, placed before roots, are known as *prefixes*. Familiarity with prefixes as with roots will help you to build an adequate vocabulary.

If you consult the dictionary, you will discover such information as is reproduced here about the following prefixes:

ab (sometimes only *a*): (1) *from, away*, as *abduct* (kidnap); (2) *intensively* (that is, for emphasis), as *absorb* means *to suck in*; hence *ab* adds nothing, but merely stresses or emphasizes the idea.

com (sometimes *col, con, co, cor*): (1) *together*, as *compose* (put together); (2) *with*, as *compete* (strive with); (3) *completely, fully*, as *compel* (drive completely or force irresistibly).

un: (1) *not, the reverse of*, used with adjectives and the nouns and adverbs derived from them; for instance, fair — *unfair, unfairness, unfairly*; (2) *lack of*, used with nouns, as *unconcern*; (3) *the reversal of an action*, used with verbs or nouns; as *untwist, unfurl*; (4) used with some verbs for *emphasis*; as *unloose, unravel*.

Exercise 17: Consult the dictionary for the meanings and the various spellings of each of the following prefixes:

ad-	contra-	inter-	pro-
ante-	de-	mono-	re-
anti-	dis-	per-	super-
auto-	ex-	post-	trans-
bene-	in-	pre-	uni-

Exercise 18: Having learned the various forms the above prefixes may take, make as many words as you can by combining them with the ten root words on page 274. Place *ad* before *mit* and you have *admit*. Place *e* (a form of *ex*) before *mit* and you have *emit*. Check your words with the dictionary.

SUFFIXES

Just as you can modify the meaning of a root word by a prefix, so you can modify it by adding a syllable or a combination of syllables. Add *-ful* (*full*) or *-less* to *thought* and you have *thoughtful* or *thoughtless*. Add *-or* and *-ion* to *tract* and you have *tractor* and *traction*. Such additions are called *suffixes*. A knowledge of suffixes can increase your command of words.

Study carefully the following suffixes:

-able (sometimes *-ble*, *-ible*): (1) *able to* (*durable*, or *able to endure*); (2) *capable of being* (*readable*, or *capable of being read*); (3) *fit to be* (*printable*, or *fit to be printed*); (4) *inclined to, characterized by* (*peaceable*, or *inclined to peace*).

-acy: *quality, state, office* (*accuracy*, the quality of being accurate; *illiteracy*, the state of being illiterate).

-age: (1) *a collection* (*foliage*, a collection of leaves); (2) *the act or process* (*passage*, *marriage*); (3) *fees for or cost* (*cartage*); (4) *condition, rank* (*tutelage*, *bondage*).

Exercise 19: Make similar studies of the following suffixes by consulting your dictionary:

-al (-eal, -ial)	-ate	-ion (-sion, -tion)	-ment
-ance (-ence)	-eer (-ier)	-ish	-ness
-ant (-ent)	-fy (-ify)	-ize	-or (-er)
-rly	-hood	-ist	-ous (-eou)
-ays	-ic	-ive	-y

Exercise 20: Make as many words as you can by combining the suffixes listed above with the following words:

act	capital	hard	love
assist	court	human	manage
bound	defy	light	man
brute	detect	like	oppose
canon	err	line	patron

Exercise 21: Combine the words you made with prefixes and roots (Exercise 18) with as many of these suffixes as you can. Check your words with the dictionary.

4. Verifying Spelling, Syllabication, and Pronunciation

SPELLING

The dictionary provides all the information you need about the spelling, syllabication, and pronunciation of words. Many are difficult to spell and pronounce, because they have come from a foreign language into English or because they are spelled and pronounced in more than one way. For example, a military word of French origin may be spelled *re·con·noi·ter* or *re·con·noi·tre* and pronounced *rē'kə noi'tər* or *rĕk'ə noi'tər*. Many words, after coming into the language, undergo a change in pronunciation or spelling. The Spanish word *guina* appears as *qui-nine* or *quin-in*, which are pronounced *kwī'nīn* or, *esp. Brit.* *kwī nēn'* or *kwīn'īn*. The word *valet*, French in origin, used to be pronounced *vāl'ā*; now it is usually pronounced as it is spelled — *vāl'īt*. *Theater* sometimes appears as *theatre*. *Gauge* is also spelled *gage*; *gaiety* and *gaily*, *gayety* and *gayly*. And certainly *sergeant* is not spelled as it is pronounced — *sār'jənt*. The makers of dictionaries utilize many devices so that you can find the solution of all your problems easily and quickly.

The usual ways of indicating that one spelling is preferred to another are the following:

1. If the spellings are listed in the same entry, the first is preferred.
2. If the spellings are listed alphabetically, the preferred form is followed by the etymology and all the definitions.

3. *Pfd.S.* is sometimes used with the preferred form; *also* with the permissible form.

Exercise 22: With the aid of a dictionary (1) determine which of the following spellings is a preferred form and which is a permissible form; (2) for each permissible form find the spelling which is preferred.

catalogue	envelope	medalist	Servian
coconut	fairy	medieval	traveller
codling moth	judgment	programme	woollen
defense	keramics	selvage	theater
enquire	mattins	Shemite	valor

SYLLABICATION

In order to divide words correctly at the end of a line, as well as to pronounce them correctly, you must be able to separate them into their proper parts, or syllables. A *syllable* is a sound or a combination of sounds made by a single impulse of the human voice; it is also the letters or characters that represent such a sound or combination of sounds. Although minor differences are found in the dictionaries, the usual method of indicating syllables is to use a dot (·) or a light hyphen (-) after an unaccented syllable, and sometimes an accent mark (') alone after an accented syllable. When two syllables are accented, a light accent mark or double accent marks (") indicate the weaker stress.

Examples: tour·na·ment, tour-na-ment, tour'na·ment; or·gan-i·za·tion, or'gan·i·za'tion, or-gan-i-za-tion.

A heavy hyphen is used to indicate compound words; mother-in-law, self-control.

Exercise 23: With the aid of a dictionary divide the following words into syllables:

allotment	camouflage	liaison	pursuant
ammunition	casualties	lieutenant	questionnaire
artillery	corporal	maneuver	subsistence
barrage	disciplinary	noncombatant	surgeon
battalion	hygiene	ordnance	topographical

PRONUNCIATION

To help you with pronunciation, dictionaries show immediately after each word, usually in parentheses, a phonetic spelling of the word; that is, a spelling that represents it as it sounds. To enable you to interpret these phonetic spellings, a pronunciation key is supplied either at the top or bottom of the page.

If, for instance, you consult *The American College Dictionary* you will find such key words as these:

ăct āble ärt ěbb ōver böök ōoze ə = a in alone

Now suppose you wish to know how to pronounce *accolade*. When you find the word in the dictionary, you will observe immediately after it, in parentheses, two phonetic spellings: (ăk'ə lād'; -lād'). They show you that the double *c* is pronounced like *k*. Also you see certain signs or symbols (called diacritical marks) over the vowels. If you look at the bottom of the page for those particular symbols in "key words," and write them under the forms you found in parentheses, you will obtain this clear picture:

ăk	ə	lād	or	lād
ăct	a in alone	āble		ärt

Now use in the unfamiliar word the sounds of the vowels in the familiar words, and you will pronounce the former correctly.

Another factor enters into pronunciation: it is accent. You must know which syllable or syllables are to be stressed by the voice more than the others. The word *accolade* has two accented syllables: the first, marked with ('), receives a light or secondary stress; the third, marked with (ˈ), receives a heavy or primary stress. Other examples of double accent are prop'a gan'-da, near'-sight' ed-ness, and mort'ga-gee'. Sometimes a double accent mark (ˈˈ) indicates the secondary stress and a single accent mark (ˈ) the primary one.

Exercise 24: Following the pattern given above for *accolade*, write the key words given in your dictionary for the pronunciation of these words. Also show what syllables are accented.

democracy	taste	lecture	creative
music	lyric	liberal	radical
barrage	furlough	noncombatant	topographical
bureau	liaison	questionnaire	vehicle

Exercise 25: Using your dictionary, indicate the accented syllables in the following words after copying them in your notebook. If two pronunciations are allowed, show the preferred.

adult	carbureter	disciplinary	positively
address	casualty	exquisite	precedent
allies	champion	hospitable	prejudice
ammunition	colonel	infamous	quixotic

5. Distinguishing Parts of Speech

Many words can be correctly used as more than one part of speech, but good usage does not permit the careless use of words as verbs, nouns, adjectives, adverbs, etc.

In every dictionary the part or parts of speech of a word are shown by appropriate abbreviations; *n.* noun; *adj.* adjective; *v.t.* verb transitive; *v.i.* verb intransitive; etc. Become familiar with the abbreviations used in your dictionary.

Exercise 26: Read the following sentence. Decide what part of speech each underlined word is. Then examine the word in the excerpt from *The American College Dictionary* to verify whether the word can be correctly used in both ways.

Why should I go to a sing when I can't sing a note?

sing (s'ng). *v.* **sang** or **sung**, **sung**, **singing**, *n.* —*v.i.* 1. to utter words or sounds in succession with musical modulations of the voice. 2. to execute, as by a professional singer, a song or voice composition. 3. to produce melodious sounds, as certain birds, insects, etc. 4. to compose verse; tell of something in verse. 5. to admit of being sung, as verses. 6. to give out a continuous ringing, whistling, murmuring, or other sound of musical quality, as a teakettle, a brook, etc. 7. to have the sensation of a ringing or humming sound, as the ears. —*v.t.* 8. to utter with musical modulations of the voice, as a song. 9. to escort or accompany with singing. 10. to proclaim enthusiastically: *to sing a person's praises*. 11. to bring, send, put, etc., with or by singing: *to sing a child to sleep*. 12. to chant or intone. —*n.* 13. act or performance of singing. 14. *Colloq.* a meeting of persons for singing. 15. a singing, ringing, or whistling sound, as of a bullet. [ME; OE *singan*, c. G *singen*] —**sing/a-ble**, *adj.*

Using a dictionary, study each underlined word in the following sentences in the same way. In your notebook indicate the part of speech of each word according to its use.

1. I wish we'd get a soaking rain.
2. Did you make three wishes on the first star you saw tonight?
3. Did she star in a picture as long ago as that?
4. It rained cats and dogs yesterday.
5. Do you sometimes long to run fast?
6. She has a long run in her new stocking.
7. Release this string, please.
8. Did you get a release from the contract?
9. Don't you like apples?
10. I don't care for sweet ones like those.

Exercise 27: As what parts of speech may each of the following words be used? What is one meaning for each part of speech?

wash	now	summer	slip
bear	find	cast	tell
cough	lay	sink	beautiful
under	well	dish	very
phrase	ring	fall	fast

6. Determining Principal Parts and Transitive or Intransitive Use of a Verb

Look back at the dictionary entry of *sing*, page 279. What are the principal parts of the verb? What is the past tense? The past participle? The present participle? Although these parts are not labeled in most dictionaries, they are usually given in the order named. If the past tense and past participle are alike, the form is given only once; for example: *swing, swung, swinging*. If the verb is completely regular (that is, if *ed* and *ing* are added to the first form) the principal parts are omitted; for example, with such a verb as *touch*.

These matters are explained in the introductory pages of your dictionary, usually under the heading *Inflectional Forms*. You need never use verb forms incorrectly if you know how to make use of your dictionary.

Exercise 28: By consulting your dictionary, write the correct principal parts of each of the following verbs:

attack	dream	prove	strive
build	flee	shrink	wake
cost	fly	spit	wring

The dictionary also makes clear whether a verb may be used transitively (with a direct object), or intransitively (without an object), or in both ways.

Study again the entry of the verb *sing* on page 279. Note the abbreviation *v.i.* (verb intransitive) just after the pronunciation. How many meanings are given for *sing* as an intransitive verb? These are followed by the abbreviation *v.t.* How many meanings are given for *sing* as a transitive verb?

Exercise 29: By consulting your dictionary, find whether each of the following verbs may be transitive or intransitive or both. Copy them in your notebook and label each correctly.

lie (recline)	rise	sit	thin	divert
lay	raise	set	zoom	diverge

Exercise 30: In each of the following sentences there is an error. With the help of your dictionary decide whether (1) a word is used as the wrong part of speech; (2) an intransitive verb is used for a transitive or vice versa; or (3) a wrong principal part is used. Correct the error and after each correction in your notebook give the reason for your change.

1. She looked like she wanted to cry.
2. They seemed real glad to see us.
3. Weren't you some tired after that hike?
4. Due to our limited seating capacity, we cannot reserve tables.
5. Lay down, Rags.
6. I thought those biscuits would never raise.
7. Just set still and I'll serve you.
8. He swum nearly a mile.
9. Everybody was afraid he was drowneded.
10. Father wrote and bid us come home at once.
11. Her mistake had proven costly.
12. The men instantly dove off the raft.

hail (hāl), *n.* [*<* obs. adj. *hail* *<* O.N. *heil*, sound in health], a salutation; a hearty greeting:—*v.t.* chiefly *Naut.*, to greet; salute; accost:—*v.i.* to call out greetings or the like; also, to be; come: with *from*; as, he *hails from the East*:—*interj.* an exclamation of greeting.

ob-scure (ōb-skūr'), *adj.* [*<* O.F. *obscur* *<* Lat. *obscurus*, dark; covered over], 1, not clear or distinct; clouded; not readily seen; 2, shadowy; dim; dark; 3, not clear to the mind; hence, not easily understood; as, an *obscure* meaning; 4, illegible, as writing; 5, remote; unknown; as, an *obscure* little village; 6, secluded; humble; lowly; as, he occupied an *obscure* position:—*v.t.* [*p.t.* and *p.p.* *obscured* (*-skūrd'*), *p.pr.* *obscuring*], 1, to darken; 2, to hide from view; 3, to disguise or render less intelligible; as, to *obscure* one's meaning.—*adv.* *ob-scure'ly*.—*n.* *ob-scure'ness*.

suf-fer (sūf'ēr), *v.t.* [*<* O.F. *souffrir* *<* Lat. *sub*, up + *ferre*, to bear], 1, to feel (what is painful, disagreeable, or distressing); endure with pain or distress; as, to *suffer* a wrong; 2, to feel; bear up under; as, to *suffer* pain; 3, to be affected by; experience; undergo; as, his rough manners *suffered* a change for the better; 4, to allow; permit; as, he *suffered* his horse to rest:—*v.i.* 1, to experience loss, pain, distress, or the like; 2, to sustain or endure loss, defeat, damage, or injury; as, business *suffered* during the war; 3, to undergo punishment; be executed. (*See* allow.)

Syn. endure, support, tolerate.

com-mi-nute (kóm'm-nūt), *v.t.* [*p.t.* and *p.p.* *-nuted*, *p.pr.* *-nuting*], [*<* Lat. *comminuer* (*-utus*), to diminish], to break into minute fragments; pulverize.—*n.* *com'mi-nu'tion*.

fib-u-la (fīb'ŭ-lā), *n.* [*pl.* *-læ* (*-lē*)], [*Lat.* = brooch], *Anat.*, the outer and smaller of the two bones of the lower leg (*see leg, tibia, skeleton, illus.*).—*adj.* *fīb'u-lar*.

fish (fīsh), *n.* [*pl.* *fish*; *fishes* (*-ēz*)], [*<* A.S. *fisc*, fish *<* O.Teut. source], 1, a vertebrate animal, usually covered with scales and having gills for breathing the oxygen in water, reproducing by means of eggs usually discharged into the water (*see Pisces, illus.*), 2, in general, any animal that lives wholly in water; 3, the flesh of fish used for food: *Naut.*, a device for hoisting an anchor; *Mech.*, a plate or strip of wood or metal used to strengthen a joint at which two pieces overlap or are joined end to end; a fishplate: *Fishes*, *Astron.*, a sign (*Pisces*) of the zodiac (*see constellation*); *Zool.*, a class of the vertebrates; the *Pisces*:—*v.t.* 1, to catch from in or under water; secure by angling; as, to *fish* bass; 2, to attempt to catch fish in; as, to *fish* the brook; 3, to catch or get hold of, as if by fishing; 4, to strengthen by fastening a piece of wood or metal at a weak place; 5, to seek for and bring to light; draw up: *Naut.*, to draw up (the anchor) to the gunwale:—*v.i.* 1, to catch fish; attempt, or be able, to catch fish; be employed in any way by which fish are taken; 2, to try to obtain a thing through indirect methods.

By permission. THE WINSTON DICTIONARY,
ADVANCED EDITION.

3. Finding Roots, Prefixes, and Suffixes

Directions: Below are given lists of roots, prefixes, and suffixes, with their meanings. Each of these is numbered. On your answer sheet, copy each of the fifteen additional words listed, and beside each one write the numbers of the root, the prefix, and (or) the suffix which appear in that word, in order of appearance.

<i>Roots</i>	<i>Prefixes</i>	<i>Suffixes</i>	
1. phone: sound	7. sub, sup: under	12. -ic: pertaining to, like	
2. dic, dicta: say	8. cum, com, con: with, together	13. -ion (-tion, -sion): noun ending, meaning action, being, condition	
3. graph: write	9. trans: across	14. -or, -er: noun ending denoting agent	
4. trah, tract: draw	10. de: away from, down		
5. port, porta: carry	11. re: back, again		
6. tele: far off			
telephone	detraction	graphic	supporter
contract	reporter	transportation	telegrapher
support	dictaphone	retract	deport
comport	graphophone	telephonic	tractor
telegraph	contractor	subcontract	traction

4. Verifying the Spelling, Syllabication, and Pronunciation of Words

Directions: Look back to section 2 of this test, at the material reproduced from a dictionary. On your answer sheet, beside the number of each question, write the answer.

1. What are the syllables of *comminuted*?
2. On what syllable does the accent fall?
3. How is the present tense form spelled and marked for pronunciation?
4. How many syllables has *fibula*?
5. What mark tells how to pronounce the *i*?
6. How is the plural of *fibula* written?
7. How is the pronunciation of the plural indicated?
8. How is *obscure* pronounced? Show by respelling with diacritical marks.
9. What two words are made from *obscure*?
10. How many accents has the noun formed from *comminute*?

5. Distinguishing Parts of Speech

Directions: Look back at the sentence and the dictionary material in section 2 of this test. On your answer sheet,

beside the numbers of the following questions, write your answer.

1. What part of speech is *hails* as used in the sentence?
2. As what other parts of speech may it be used according to the dictionary?
3. What part of speech is *fibula* in the dictionary? What abbreviation tells you?
4. What part of speech is *obscure* as used in the sentence?
5. As what other part of speech may it be used according to the dictionary? What abbreviation tells you?
6. As how many parts of speech may *fish* be used?
7. What part of speech is *fished* in the sentence?
8. How many and what special meanings has *fish* when used as the other part of speech?
9. How many meanings does *suffer* have as a transitive verb?
10. What two parts of speech are listed as derived from *obscure*?

6. Determining Principal Parts and Transitive or Intransitive Use of a Verb

Directions: Examine the sentence and the dictionary explanations given in section 2 of this test. On your answer sheet, beside the number of the question, write your answer.

1. Is the verb *hails* transitive or intransitive in the sentence?
2. Does this use agree with one use indicated in the dictionary?
3. What abbreviation shows you?
4. What are the principal parts of the verb *suffer*?
5. Are the past tense and the past participle alike or different?
6. What is the past tense of *comminute*?
7. Is the verb *obscure* transitive or intransitive according to the dictionary?
8. Is it correctly used in the following sentence?
The sun *obscured* the moon.
9. Is *suffered* correctly used in this sentence?
She *suffered* a right.
10. Is *hail* correctly used in this sentence?
Hail and Farewell!

-
- Accent, 278
 Address, direct, 39, 93
 Addresses and dates, punctuation of, 103
 Adjective, 52, 56–58, 173, 195; comparison, 57–58, 174–175; definition, 56; drill, 56, 57, 174–176; position, 211; recognition, 52, 82; tests, 52, 82, 140–141, 186–187; uses of, 173–176
 Adverb, 52–53, 195; comparison, 57–58, 63, 64; conjunctive, 108, 200; position, 211; practice, 173–176; recognition, 52, 62, 63, 83; tests, 52–53, 83, 140–141, 186–187; uses, 52, 173–176
 Adverbial clause, punctuation of, 99–100
 Agreement of pronoun with antecedent, 37; practice, 154–158; rules, 154; tests, 138, 183–184
 Agreement of verb with subject, 137–138, 148, 149–151; collective noun, 150; compound subject, 150; nouns plural in form but singular in meaning, 150; relative pronoun, 150
 Agreement, pronoun with antecedent, 138, 150, 154–158; verb with subject, 137–138, 148, 149–151
 Agreement, subject and verb, practice, 148–154; rules, 148, 149–150; tests, 137–138, 182–183
 Alphabet, use of, 266–268
 Antecedent of pronoun, 138, 150, 154–158
 Antonyms, 271
Anybody, 149
Anyone, 38, 149
 Apostrophe, 43, 44–45; practice, 113–115; rules, 43–44, 113; tests, 89–90, 131
 Apostrophes, to denote possession, 43–45, 113–115; to form plural of letters and figures, 113–115; to take place of omitted letters, 43–44, 113–115
 Appositive, 45, 93, 163, 211
 Arrangement, sentence, Chapter V, paragraph, Chapter VI
 Arrangement, of definitions, 270; of dictionary, 262–263, 266–269, 282; for emphasis, 251
 Auxiliaries, 21, 26, 29
 Brevity, 202–204
Can, could, 21
 Capitals, first word of sentence, quoted sentence, line of poetry, 125–126; in complimentary close and salutation of letter, 126–127; important words in title of books, etc., 122–123; personal pronoun I, 126–127; proper adjective, 121–123; proper noun, 121–123; sections of country, 122–123; titles used with proper noun, 122–123
 Capitals, when not to use, 123–125
 Capitalization, 91–127; composition title, 122; letter, 126–127; rules, 121–123, 125, 126; practice, 121–127; tests, 91–92, 132–134
 Case, nominative, 7, 39–40; objective, 7–8, 35–36; possessive, 43–44
 Case of pronouns, practice, 163–173; rules, 163; tests, 140–144, 185–186
 Clauses, adjective, 69, 72, 195; adverbial, 73–75, 214; *because*, 202; co-ordinate independent, 78–79, 84–85; definition, 69; drill (clauses and phrases), 66, 72; independent, 78; kinds, 53–56, 77–78, 84; main, 54–55, 197; noun, 69–70, 75–77, 214; restrictive and non-restrictive, 97–99; subordinate, 53, 55, 72–74, 85, 197; *when*, 202
 Clearness, 198; by repetition, 204
 Climax (for emphasis), 252

- Coherence, paragraph: securing, 244–250, 259–260; sentence, 190–191, 194–197, 222–223; testing for, 232, 259
- Collective noun, 35
- Colon, after salutation in business letter, 116–118; before long series, 116–118; in expressions of time and Biblical references, 116–118; practice, 116–118; tests, 90–91, 132
- Comma, appositives, 93–97; city-state, 103–104; complimentary close in letter, 103–104; dates, 103; direct address, 93–97; direct quotation from explanatory words, 102–103; independent clauses, 104–105; introductory clauses and phrases, 99–100; non-restrictive, 97–99; omission of words, 104; parenthetical expressions, 97–99; practice, 93–107; salutation in social letter, 103–104; series, 105–107; tests, 87–88, 128–130; unrelated elements, 100–102; *yes, no*, mild exclamations, 103
- Comparative degree, adjectives, 57–58; adverbs, 57–58
- Complement, predicate, 6–7, 19–20, 35–36, 39, 40–43, 50
- Complex-complex sentence, 55
- Complex sentences, 55; adjective clause, 56, 69–73; adverbial clause, 55, 73–75; compound-complex sentence, 55; noun clause, 55, 75–76
- Complimentary close of letter, punctuation of, 103, 120–121
- Compound-complex sentence, 55
- Compound, predicate, 16–17; sentence, 55, 104–105, 107–109; subject, 16–17
- Conciseness, 202–204
- Condition contrary to fact, 32–33
- Conjunction, 200; co-ordinating, 200; correlative, 207; subordinating, 200
- Conjunctive adverb, 108–109
- Connectives, 198–202, 241, 248–250
- Consistency, 196
- Contractions, 43–44
- Conversation in the paragraph, 255
- Co-ordinate conjunctions, 200
- Co-ordination (parallel structure), 206
- Dangling phrases, 176–180
- Dash, abrupt break, 118–119; in parenthetical expressions, 118–119; practice, 118–119; rules, 118; tests, 90–91, 132
- Dates and addresses, punctuation of, 103
- Declarative sentence, 188–189
- Definitions, arrangement of, in dictionary, 270
- Derivation of words, 272–274
- Development of topic (methods of), 240
- Diacritical marks, 278
- Diction and correct usage, 272
- Dictionary, arrangement, 262–263, 266–269, 282; introductory pages, 266; tests on, 262–265, 282–285; use of, 262–285
- Direct, object, 7–8, 29–30, 35, 40–42; quotation, 102–103
- Echo words, 236
- Emphasis (securing), 198, 250; by active or passive voice, 209; by position, 208; by repetition, 204, 253; by subordination, 197; testing for (in the paragraph), 233, 261
- End punctuation, practice, 92–93; rules, 92–93; tests, 86, 127–128
- Etymology, 272–274
- Exclamation point, use of, 86, 92, 127–128
- Feel*, 19–21
- For*, 104–105
- Force, *see* Emphasis
- Future tense, 21, 22, 23, 26, 27–28
- Gender of pronouns, 37–38
- Gerund, 45–46, 68, 176–180
- Imperative sentence, 86, 92, 128–129, 188–189, 214–215, 220–221
- Indefinite article, 56
- Indirect object, 39
- Infinitive, 45–47; phrase, 45–47, 67–69; subject of, 40
- Interrogation point, 86, 92–93, 127–128
- Interrogative sentence, 188–190, 214–215, 220–221
- Intransitive verb, 17–19, 143–144, 265, 281, 285

Let, leave, 145

Lie, lay, 143

Linking verbs, case with, 19-21

Main clause, 54-55, 197

May, can, 21

May, might, 21

Meaning of words, 263, 269-272, 282-283

Might, may, 21

Modifiers, 15, 53-59, 69-76; correct position, 194, 195; misplaced, 176-180, 194-196

Mood, 31-34; imperative, 31; indicative, 31; subjunctive, 32-33

Nominative, absolute, 213-214; case, 7, 39-40; phrase, 213

Nominative, predicate, 19; of address, 39, 93

Non-restrictive, clause, 97-99; modifiers, 97-99

Nor, 200-201

Noun, 35; case, 39-40; capitalization, 121-122; clause, 53, 55, 75-79, 84-85; collective, 35; compound, 37; number, 36-37; objective case, 7, 39, 41, 51, 212; plural of, 36-37, 43-45; predicate nominative, 7, 40, 50, 51; subject, 6, 50

Nouns and pronouns, case, 39, 42-44

Objective case, 7-8, 35-36

Objects, 40-43; direct, of verbs, 7-8, 35, 40-42; indirect, of verbs, 39; of prepositions, 39, 65

Order, word, 10, 191-193

Paragraph, building, *see* Chapter VI; definition, 227

Parallelism, 206, 253

Parallel structure, 193-194

Parentheses, practice, 119-121; rules, 119; tests, 90-91, 132

Parenthetical expressions, punctuation of, 93-97

Participle, 23-26, 58-62, 67; dangling, 176-180

Parts of speech, 264, 279-280, 284-285

Passive voice, 29-31

Past participle, 23-26; tense, 21-24, 146

Period, 86, 92, 127-128

Phrase, 65, 68, 69; adjective, 67; adverbial, 65, 67-69, 200; as noun,

68-69; dangling, 176-177; difference between phrase and clause, 65-66; gerund, 69, 213; infinitive, 69, 212; nominative absolute, 213; participial, 59, 60, 61, 67, 71-72, 213; position, 195; preposition, 65, 212; recognition, 53, 83; verbal, 61

Plural, formation of, nouns, 36-37, 43; pronouns, 37-38, 43

Point of view, consistency of, 196

Possessive case, 43-44

Predicate, adjective, 40; complement, 40, 41; compound, 16, 17; nominative, 39; normal and inverted order, 10; simple, 5, 9, 11, 13, 14, 16, 48

Prefixes, 264, 274-275, 283-284

Preposition, definition, 65

Prepositional phrases, 65

Principal, clause, 54-55, 197; principal parts of verbs, 24-26, 142-143, 265, 280-281, 285

Pronoun, and antecedent, agreement, 37; case, 37-40, 42; clear reference, 37; definition, 37; demonstrative, 38; indefinite, 38; interrogative, 38, 42; kinds, 37-39; nominative case, 39, 42; object of verbs, 7, 51; objective case, 39, 42; personal, 37, 42; possessive forms, 42-44; predicate complement, 7, 39, 50, 51; predicate nominative, 39; relative, 38, 42, 200; subject, 6, 50; tests, 138, 183-184

Pronunciation, 264, 276, 278-279, 284

Punctuation, proper, of letters, 119-121

Question mark, *see* Interrogation point

Quotation, direct, 115-116

Quotation marks, enclose direct quotation, 115-116; practice, 115-116; rules, 115; tests, 90, 131-132; title of poem, etc., 115-116

Reference of pronouns, practice, 158-163; rules, 158; tests, 139, 184-185

Relative pronoun, 38, 42, 200

Repetition, 204

Restrictive clauses, 97-99

Rise, raise, 144-145

Roots of words, 264, 273-274, 283-284

- Salutation of letter, punctuation of, business, 116; social, 103
- Seem*, 19-21
- Semicolon, before conjunctive adverbs 108-109; between co-ordinate clauses if internally punctuated, 109-113; between independent clauses, 109-113; practice, 107-113; rules, 107, 108, 109; tests, 88-89, 130-131
- Sentence, analysis of relationship of ideas in, 198; beginning and end, 208; compound and complex, 197; form and length, 215; kinds of, 55, 79, 80, 85; recognition of, 3, 8, 47; structure, 188, 206; tests in, 188-194, 220-226; types, 218, 219; variety, 211
- Sequence of tenses, 145-147
- Shall, will*, 22
- Sit, set*, 144
- Smell*, 19-21
- Spelling, 264, 276-277, 284; phonetic, 278; preferred, 276-277
- Subject, complete, 10, 11, 16; compound, 16, 17; consistency of, 196; essential parts of, 12-14; inverted, 14; modifiers of, 14-15; normal and inverted order, 10, 14; of infinitive, 40-43; simple, 4, 9, 11, 13, 14, 16, 40, 48
- Subjunctive mood, 32-33
- Subordinate clause, 53, 55, 72-74, 85, 197
- Subordinate conjunctions, 200
- Subordination of idea, 198
- Suffixes, 264, 275-276, 283-284
- Syllabication, 264, 277, 284
- Synonyms and antonyms, 271-272
- Tenses, formation of, 26-29; practice, 21-29, 145-148; principal parts of verbs used, 24-26; rules, 22, 23, 26, 146; sequence of, 146; tests, 136-137, 181-182
- Tests, diagnostic, current usage, 135-142; dictionary usage, 262-265, 282-285; mastery, current usage, 180-187; paragraph structure, 227-234, 256-261; punctuation and capitalization, 86-92, 127-133; sentence sense, 3-8, 47-55, 82-85; sentence structure, 220-234
- To be*, conjugated, 22-23
- Topic sentence, 238; implied, 236
- Transitive and intransitive verbs, 17-19, 143-144, 265, 281, 285
- Unity, securing, 234; testing for (in the paragraph), 227, 256
- Variety, 211; in word order, 211-216; sentence-form and length, 215
- Verb, active-passive, 29-33, 196, 209; agreement with subject, 137-138, 148-154, 182-183; conjugation, 26; linking, 19-21; mood, 31-34; objects of, 7-8, 29-30, 35, 40-42, principal parts, 24-26, 265, 280-281, 285; subjunctive, 32-33; transitive-intransitive, 17-19, 143-144, 265, 281, 285
- Verbals, practice, 34-35, 45-47, 62; gerund, 34, 45, 56, 61; infinitive, 34, 35, 45; participles, 34, 58, 59, 60, 61
- Verb forms, using correctly, practice, 142-145; rules, 142; tests, 135, 180-181
- Verbs, definition, 17; linking, 6, 19, 20, 49, 50, 202; mood, 31, 32, 33; number and person, 21, 22; person — consistency of, 196; predicate, 11, 12; principal parts, 24, 25, 26; progressive forms, 28, 29; tense, 21, 22, 23, 26, 27, 28, 196; transitive and intransitive, 6, 17, 18, 19, 20, 49
- Voice, 29-33, 196, 209; use of active and passive, 209
- Wish, subjunctive to express, 32-33
- Word order, 211-220
- Words, compound, 277; derivation, 272-274; meaning, 263, 269-272, 282-283; needless, 204; roots, prefixes, and suffixes, 264, 272-276, 283-284; spelling, syllabication, and pronunciation, 264, 276-279, 284
- Yes, no*, punctuation with, 103

